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ABSTRACT

A project was conducted to initiate a regional system of documenting and recognizing the learning that takes place in literacy programs. Phase 1 focused on gathering articulation models and materials. In phase 2 the following were developed: a skills list for communications, numeracy, personal growth, and computers; skills inventories; and a possible accreditation model. In phase 3, nine literacy programs in eastern Ontario piloted the Open Learning Network's (OLN) accreditation system. Skills paths were developed from which learners and tutors could choose to develop knowledge in the four areas. Learner evaluation was designed to involve the submission of a portfolio to an assessment panel that could award a certificate of recognition in the four core areas. Committee members and learners discovered the following: the skills were not always sequential and the gap between some skills needed to be filled in; each piece of evidence should be as close to perfect as possible; three and not five pieces were sufficient; and more basic skills were needed for all paths and more advanced skills were needed for some learners. (Appended to the 19-page report are the pilot project manual, prior learning assessment materials for numeracy, and paths for communication, numeracy, personal growth, and computer skills.) (YLB)

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ED 382 874

Open Learning Network Project

Literacy Link Eastern Ontario

Recognition for Learning Pilot Project

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February 1994

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The Open Learning Network Creating an Accreditation System

For a long time now, literacy workers, learners and volunteers in the eastern Ontario region have been asking these questions:

How can we document the learning that takes place in literacy programs, and how can the adult learner receive credit for that learning?

The Board of Directors of Literacy Link Eastern Ontario, a regional network, applied for funding to the Ministry of Education Literacy Branch, and The National Literacy Secretariat so that we could initiate a regional system of documenting and recognizing the learning that takes place in our programs. Work started on the Open Learning Network (OLN) project in 1991 and is still ongoing. The project was divided into three phases so that we could track and measure our progress.

Literacy workers in our region find that the literacy field is still developing and there is a lack of appropriate placement and assessment materials and tools for the adult literacy learner in their programs. Our project provides practitioners with the opportunity to meet and consult with other educators in the field in order to develop consistent, comprehensive methods and approaches. Learners frustrated with the lack of recognition for their learning from institution to institution will benefit most from an accreditation system. They can be provided with proof of learning that is acceptable to all educators across the different educational sectors, as well as employers.

Why is the Open Learning Network Project needed in the new global economic context?

Those initially working on the project felt that a formal system was needed to recognize the learning that takes place in literacy programs. It was felt that the Open Learning Network was needed for the following reasons:

* to recognize and strengthen foundation skills in the area of reading, writing, numeracy, personal growth and computer literacy
* to avoid repeating learning that has taken place
* to build on existing skills
* to show employers exactly what skills a prospective employee can do
* to create a seamless education system
* to build confidence and self esteem in adult learners

The work of the OLN project is very timely as both school boards and colleges are articulating what they teach, and this project reports to these groups on a regular basis.

Phase One

A researcher and a consultant with experience in the literacy field were hired. The director of the Network, the researcher and consultant formed the initial working group. Phase One focused on gathering articulation models and materials from Canada and the U.K. In particular, three models were studied: The Open College UK Model, Albsu UK Model and the Perth Huron Ontario Model. We spent a great deal of time discussing the questions with the literacy field, business community and other educational institutions.

We identified the conclusions from Phase One by selecting and grouping key points from the written interviews we conducted. From the data we were able to determine that we should:

* concentrate on finding out about and documenting the learning that takes place in literacy programs
* collaborate with literacy programs to develop an accreditation model
* ensure that 'standards' of accreditation are acceptable and understandable to the wider community

A report was written and issued. Copies were distributed to the funders and to all who took part in the interview process, and to other interested parties.

Phase Two

We started Phase Two of the project in August 1992. All educational organizations and institutions in the region were contacted to participate in an information session and to form a working group. The project was named The Open Learning Network (OLN). Throughout the fall and winter, the working group met once a month for one or two days. The consultation process was participatory, across all roles, (learners, teachers, administrators) and all sectors, (community-based, school board, and college).

We invited the working group to submit skills inventories for the area of communications, numeracy and computers that they use in their programs. Local groups were formed to collaborate on the development of one list that would be flexible enough to satisfy the needs of all programs. The working group met to review the work of the local groups. The skills lists, resulting from the small group work, were blended into one master list for Communications, Numeracy, Personal Growth and Computers.

A person knowledgeable in curriculum design was hired to further develop the skills inventories. Together with the working group, she looked at many curriculums for communications, numeracy and computers and expanded the skills inventories that had been compiled. A draft mission statement and a possible model of accreditation was also developed in meetings over a period of 3 months. In order to develop a model, the working committee identified essential ingredients that would make a successful process:

The system must be flexible, learner-friendly, voluntary, academically sound, easily accessible to all adults at all stages of learning, transferable, credible to educators and employers alike, and take into account linguistic and ethnic diversity.

The following objectives for an accreditation model were developed by brainstorming ideas and recording them on flipcharts:

- provide a framework for learning strategies and content used by practitioners across eastern Ontario

- develop the use of prior learning assessment as a placement tool for practitioners
- give recognition to learning across a variety of sectors
- facilitate meetings of literacy providers where they can submit courses
- allow students easier access to all programs
- support staff in developing curriculum and an understanding of consistent assessment procedures

We found that reaching consensus on a model needed a great deal of discussion and collaboration. During discussions on the control of the accreditation system, questions arose such as:

- should the institutions be responsible for accreditation, or an impartial body such as the literacy network?
- how will we ensure quality control, if the institutions give out the accreditation?
- should there be a panel of peers to monitor the process?
- how can we design the process to ensure maximum ease for our learners?
- how can we monitor the process without disempowering our literacy teachers?

We felt that these problem areas will probably be resolved by implementing pilots of the accreditation system in order to see which system will be the most effective.

Learner input into the proposed model was sought out and recorded. There is a concern among learners and practitioners alike, that this system must not test for deficiencies, but rather be used to document the accomplishments of learners. Access is another concern. The OLN must accommodate individual differences and provide opportunities for linguistic and cultural differences. The working group discussed the process with their learners while the Network staff developed and held Learner Feedback information sessions. A great deal of useful opinions and information was received from learners and utilized in the draft model.

Indicators of Success

Throughout Phase Two we evaluated our success by the degree of the following indicators:

organizational commitment

* institutions and organizations released their staff on paid time for one or two days a month to work on the project

individual commitment

* attendance was high because interest was high

participant openness

* participants submitted their work without hesitation for scrutiny by the group process
* discussions were open and constructive
* consensus was reached on major issues

The working group had general agreement on the following items:

* the Open Learning Network needs a central registry where guidelines can be constantly reviewed and updated, and where learning records can be issued to learners
* an Open Learning Network panel structure to assess the learning would provide reliability for the model, and would also provide teacher support
* the OLN should provide professional development and resources for teachers who are part of the system

Many positive issues emerged in the working group throughout Phase Two. Communication across the educational sectors increased. The group gradually took ownership of the project and have become empowered by recognizing their expertise and creativity in developing an accreditation system for their learners. Learners who have been marginalized in the education system in the past, now feel that they are gaining some control over their learning. They have responded in interviews by saying that they will use the accreditation to improve their employability and for their own satisfaction.

Results of the Analysis

Phase Three of the project began in September 1993 and it will be completed at the end of March 1994. Pilots of the Accreditation

System were implemented based on the following principles:

* programs and learners join The Open Learning Network
* training and orientation is provided to literacy workers and tutors
* learner and his/her tutor receive orientation to OLN
* learner is assessed and placed on a skills path
* skill paths are a guide for the learner and tutor
* an assessment panel is formed consisting of an Open Learning Network staff person who monitors all panels; the learner's tutor; and a literacy worker from another program

Nine literacy programs in eastern Ontario volunteered to pilot the OLN accreditation system for eight weeks. An orientation binder was prepared for the participating programs, which contained information and suggested procedures to follow when implementing the pilot project. The binder contains information about funding (eligible programs include community-based, school board and college programs which are funded through the Literacy Branch, OTAB. Also contained in the binder are guidelines for the pilot programs to use for reporting their findings and feedback. Further, in the orientation binder, there are applications for accreditation and a space for written comments and suggestions from both the instructors and learners. Please see the contents of the binder in the appendix.

Prior Learning Assessment

The OLN Committee, which is made up of twenty representatives from community-based, school board and college programs developed a way to use the learners' prior knowledge to arrive at a starting point for the development of his/her skills. Prior learning assessment materials were developed to accompany the Communications and Numeracy skills paths(please see PLA materials in the appendix). Programs are free to use their own prior learning assessment materials for the purpose of placing learners on the continuum of skills as well. There are other types of information and documentation that a learner can use as evidence of prior learning. These include:

Work Experience:

- job descriptions
- awards
- letters of recommendation
- letters from your boss or other workers
- samples of the work you produced
- evaluation reviews
- time sheets

Community Activities

- awards
- newspaper or magazine clippings
- letters from co-volunteers, clients or supervisors

Courses and Training

- transcripts
- assignments
- letters from the teacher
- course descriptions
- certificates
- special Projects
- books, newsletters, etc. you have published
- pictures you have painted
- music you have written
- a list of books you have read
- a list of countries you have visited
- photographs of places you have visited
- photographs of collections
- speeches you have given
- programs from theatre productions
- writing samples
- videos you have made
- evidence of conversations you have had with experts

Based on the outcome of the prior learning assessment, it is possible to plot a learner's progress on the Progress Profile, which lists the sequence of skills for each skill path (please see Progress

Profile in the appendix). The OLN Committee has made every effort to make the OLN project learner centred. This approach has worked quite well, as learners and tutors together can choose which of the skills paths they would like to develop. For example a learner may need to develop a specific skill in Numeracy which relates to his/her job at the present time, and then go back or ahead to develop other skills that are of interest to him/her. The skills in the Communications and Numeracy skills paths have been developed sequentially, but learners need not follow the skills in the particular sequence in which they are presented. We know that adult learners come to literacy programs with a wide range of skills and talents which may or may not follow the sequence of skills as we have presented them.

The Personal Growth Skill paths were developed with the intention that learners and tutors could choose randomly from among the skill paths listed on the Progress Profile. The OLN Committee felt that these skills may develop interchangeably and that they do not have a definite order of development.

The Computers skills have just been developed and they are presently being published. These skills, like the Communication and Numeracy skills have been designed so that a sequence can be followed if the learner so desires.

All of these skills have been researched and collected from literacy programs in eastern Ontario. The popularity of the OLN project has stemmed in part from the fact that literacy workers are not being asked to do anything new. The OLN's main goal is to track, document and recognize the skills that are already being taught in literacy programs. Learners and tutors indicate that "the skills paths are a comprehensive curriculum package that serve as a good curriculum guideline".

The Skills Paths

There are several skills that have been developed in the area of Communications, Numeracy, Personal Growth and Computer Literacy. The following is a list of skill paths which learners and tutors can choose from in developing knowledge in the four areas mentioned above:

Communications

* Speaking and Listening Skills
* Reading Skills
* Writing Skills
* Research Skills
* Editing Skills

Numeracy

* Basic Operations Skills
* Measurement Skills
* Table, Chart and Graph Skills
* Geometry Skills

Personal Growth Skills

* Self Awareness
* Teamwork
* Problem Solving and Decision Making
* Living a Balanced Life
* Employment

Computer Skills

* Knowing the Physical Components
* Understanding the Programs
* Keyboarding
* Word Processing

(please see the complete skills paths in the appendix).

The OLN Committee also met to design a format that would be easily understood by learners, tutors and instructors. As a result, the Committee came up with the existing skills page which includes the Skill, Learning Outcomes, Knowledge Base and Suggested Resources (please see the skills page in the appendix).

* The " Learning Outcomes" as stated indicate what the learner will be able to do as a result of learning a specific skill.
* The "How" refers to how tutors/instructors can facilitate the learning.

- The "Example" simply suggests things that can be used to facilitate the learning.
- The "Knowledge Base" is provided and used in the event that a learner is having difficulty achieving the skill. The Knowledge Base summarizes all the prior skills and knowledge that are necessary to achieve the preset skill.
- Finally, "Suggested Resources" have been provided to give the tutor/instructor some ideas and materials to use for practising the skill.

Learner Evaluation and Progress

Again, because a strong effort has been made to ensure that the OLN project is learner oriented, the learner is invited to progress through the skills at their own pace. Every skill that the learner achieves will be documented. A learner has achieved a skill when he/she can provide 5 pieces of evidence showing that the skill has been achieved. Once a learner has collected the five pieces of evidence, they are placed in a portfolio of work. The choice of evidence selected for the portfolio is up to the learner and this has made the OLN project learner/tutor participatory. The portfolio of skills collected will then be submitted to an assessment panel which will evaluate the work done and award a certificate of recognition in the four core areas. The assessment of portfolios will take place during the month of February, 1994.

There are a couple ways in which the panel can become operational. The first option that was suggested included inviting three or four people to act as the panel for each program. The panel would be made up of an OLN staff person, who would assess all the portfolios in each of the counties, the learner's tutor, an instructor from a neighbouring program, who would provide an external judgement and the learner by choice. The second option would involve a single evaluator traveling to each of the programs to do the assessment. This person would have to be skilled in the area of assessment, and would provide a consistent evaluation to all literacy programs. For the purpose of the pilot project, members of the OLN Committee felt that the members of the committee would benefit from being the panel, as this would be a valuable learning experience. In this way, each of the OLN Committee members who have worked very hard on the project could see first hand the work that all the programs have done and could provide any comments or suggestions regarding the panel assessment. The panel phase is the last phase of the pilot project, however, learners and tutors are welcome to continue working on their skills paths and then submit their portfolios to the panel when they would like to receive a certificate of recognition. A learner may request a certificate when they have completed a skills path or any time they would like to receive a certificate.

What Can A Learner Do With The OLN Certificate?

The OLN certificate will recognize the learning that takes place in the literacy programs so that a learner can:

* transfer to another program without going through a prior learning assessment
* take a course at college or at school
* get a job
* show of his/her learning
* have personal satisfaction and enjoyment

Mid-way Feed Back Comments

When the nine literacy programs volunteered to take on the OLN pilot project, they agreed to submit two reports to Literacy Link Eastern Ontario: one was to be submitted half way through the pilot phase and the other one is to be submitted at the end of the pilot phase. The information we asked for included:

* a description of the program
* a description of those involved in the program
* a description of the method of pilot delivery
* feedback information on Open Learning Network materials
* feedback information on participants' reactions and responses
* recommendations

The following mid-way report comments were made by literacy workers and learners in support of the OLN pilot project.

Learner:

"I now have something to show for my learning becausemy work is collected in my portfolio"

Learner:

"The OLN project is good because it is preparing me for the work that I do for the Independent Learning Centre".

Learner:

"I would like to work on the OLN project everyday, or more than three times a week".

Learner:

"As a result of working on the Listening and Speaking skills, I am more confident doing public speaking".

Learner:

"The project is informative and interesting. It considers how the student feels. It gives you a chance to talk with your teacher and decide on where to start and what to learn".

Instructor:

"The Progress Profile gives an accurate picture of the learner. It is a good way to demonstrate and document a variety of experiences".

Instructor:

"The skills get learners thinking about real life. There is a good translation of book learning to real life".

Instructor:

"The project seems to be creating a better learner/teacher relationship because they are both working on the same goal".

Instructor:

"I like the standardized learning outcomes. They are the same for all the programs".

Instructor:

> "The OLN pilot project is not that time consuming because I would have to gather the resource materials to teach measurement anyway".

Suggestions and Recommendations

While there seems to be an overall positive response to the OLN pilot project from both the learners and instructors, there are still some areas that need special attention. The following is a list of recommendations that were made by Committee members and learners.

- The instructors and learners felt that the skills are not always sequential. There is a need to fill in the gap between some skills.
- There was a lot of discussion on the issue of how perfect each piece of evidence has to be before the learner can move on to the next skill. It was suggested that the work should be as close to perfect as possible, taking into account individual differences and abilities. Also, it was suggested that the standards could be set by the learners themselves.
- The learners and instructors felt that getting five pieces of evidence was too time consuming and not necessary. It was suggested that perhaps three pieces of evidence would be more reasonable.
- The instructors found that the language used in the skills path was too difficult for some tutors and learners to follow. It was suggested that a separate skills package should be written for learners to follow so that they could be even more independent.
- The Committee felt that there was a need to develop more basic skills for all skill paths and more advanced skills for some learners. We have already begun to work on this recommendation.
- The learners felt that there should be a space on the certificate for anecdotal comments to be made by both the learners and the instructors. We will allow for this space on the certificate.

There will be time set aside for a concluding OLN pilot project meeting to gather more suggestions and recommendations. This feedback is regarded as very valuable since the purpose of a pilot project is to test ideas and come to conclusions that will further development in the field of literacy. Also, because the OLN project is a "grassroots" initiative (coming form literacy workers and learners in the field), participants have taken on an ownership that has resulted in a great deal of enthusiasm and hard work.

Marketing the OLN Certificate

In the initial stages of development, those working on the OLN project surveyed a number of employers to see what kind of response employers would have for the OLN certificate. Some employers were very receptive to the initiative, while others still relied on workers holding a Grade 12 diploma. Based on this initial research, the OLN Committee sees a great need to market the OLN certificate among perspective employers who would see the OLN certificate as a viable alternative to Grade 12 for adult learners.

Marketing the OLN certificate will be a four pronged launch, which will begin very soon. It will include visiting small businesses, large businesses, health and education services and related agencies in eastern Ontario to promote the value of the OLN certificate. Some of the places that will be approached include Smurfit Paper Tubing, Proctor and Gamble, Northern Telecom, March of Dimes, Kingston General Hospital, and hotel chains such as the Journey's End. All pilot programs have been asked to submit a list of perspective employers in their region which may be receptive to the OLN certificate.

Extensions for the OLN Project

At the present time, there are a number of links that the OLN project is making within the wider field of literacy, and we anticipate even more linkages as the project becomes more widely known. Some of them are listed below:

Ontario College Articulation Project

One such link is the articulation project which is happening in the colleges of Ontario. This initiative is called The Adult Preparatory Programs Articulation and Standards Project (ASP), which is a recognition of adult learning project in the college programs. The work of Literacy Link Eastern Ontario and especially of the OLN project is part of the formulation of the Foundational Certificate which the colleges in Ontario will grant. There is a standing sub-committee working on the various subject areas such as math, communications, science, computer literacy and interpersonal skills. The Foundational Certificate will be issued by the delivery organizations using standards and guidelines formulated by the OLN and other articulation systems such as the Perth/Huron project. The Foundational Certificate will provide entry to the next level which is the Provincial Certificate. The OLN project is making continuous links with the college articulation process, as two of the OLN members are college teachers who are involved in this articulation project.

The Ontario Literacy Coalition's Quality Standards For Adult Literacy

Over the past nine months, literacy programs across Ontario have been discussing proposed Quality Standards for literacy programs in the province of Ontario. The Ontario Literacy Coalition has been co-ordinating this consultation process. The process involves programs holding group discussions on the standards that have been collected by the Ontario Literacy Coalition. The literacy programs were asked to include as many people from their programs as possible to respond to the standards in order to get a wide range of input. Overall, the standards were met with moderate to strong support by participating literacy programs.

There are a number of ways in which the OLN project has met these standards which have been adopted in literacy programs. For example, Standard 6.4 says:

> **"A quality literacy program uses approaches and methods that are learner-centred. It supports learners to participate individually and collectively in order to take control of their learning".**

The whole approach to the OLN project is learner centred. Firstly, participation in the project is completely voluntary (some adult learners are not interested in obtaining a certificate of recognition). Also, the design of the OLN project is learner centred, as learners and tutors together choose what skills paths they would like to follow and how many skills paths they would like to complete. In this way, learners have more control over their learning. Standard 6.6 indicates that:

> **"A quality literacy program has the community, organizational and referral links it needs to help learners move successfully from one educational program to another, to further training and employment".**

The OLN project will make the transfer from one program to another more smooth as there will be no need for programs to complete a lengthly prior learning assessments for each new learner that comes into their program. The learner can simply tell the new instructor which skills they were working on in their previous program. Also, this information will be documented in the learner's portfolio which he/she can take with them from program to program. Moreover, because the OLN Committee is meeting regularly to develop the skills and procedures, there is a strong network in place and therefore integration between the programs so that transfers and referrals can be made more easily between college, school board and community-based programs in the eastern region.

Further, the OLN project meets Standard 6.9 which suggests that:

> **"A quality literacy program values, plans for and provides opportunities to increase literacy and numeracy skills, life skills, critical thinking and problem solving skills. The program recognizes that increasing self esteem and empowerment are part of this developmental process".**

The skills paths that have been developed by the OLN Committee have covered the knowledge areas listed in Standard 6.9. Moreover, because the skills are presented individually, they can be managed in small or large chunks, depending on the learner. When learners have achieved each skill, they will feel a sense of accomplishment which builds self esteem and gives them courage to achieve even more skills.

While there are seventeen Quality Standards in all, I have chosen just a few of them to illustrate that literacy programs and the OLN project are indeed moving in the same direction. This last Quality Standard possibly best summarizes the philosophy inherent in the OLN project. Quality Standard 6.13 indicates that:

> **"A quality literacy program strives for diverse outcomes. The program can specify and document the outcomes it expects to achieve and the extent to which it meets these outcomes".**

The OLN project's main thrust has been to ensure a learner centred approach to learning which invites diverse outcomes. Learners are encouraged to submit work that is meaningful to them, as it relates the skills. Specific outcomes can be chosen beforehand, and documentation of the skills achieved is collected in a portfolio for assessment or further development.

The Quality Standards initiative has provided the OLN project with some measure of evaluation within the field of literacy in Ontario. A further external evaluation of the OLN project has come to us through a partnership with the University of Waterloo. Two graduate students are researching the problem of functional literacy among adults in Canada. Their proposal involves developing a valid and reliable instrument to assess a students's level of literacy when entering a literacy and to track the students progress over time. Their research project is a three way comparison of functional literacy between the Ontario Test of Adult Functional Literacy (OTAFL), Laubach Placement Stages and the OLN continuums. The research team at the University of Waterloo has proposed the following research questions. From the eight questions proposed, I have chosen five to interpret in light of the OLN project.

1. **How acceptable is the OLN continuum rating format to students and tutors?**

Since the OLN project is still in the pilot phase, it is very worthwhile for the research team to ask neutral subjects if they find it easy or difficult to place themselves on the skills continuum? While the OLN Committee is continually searching for answers to the same question through our own pilot program visits and feedback, it will be valuable to see how an external body of people respond to the task.

2. **What is the stability (test-retest reliability) of student self-placement on the OLN continuum and tutor-placement of the student on the OLN continuum?**

We are aware that a research and development project such as the OLN pilot project has to be put through the rigours of research methodology. We would expect that if the language used on the OLN skills continuum is clear, a student placing him/herself on the continuum one week would place him/herself on the same skill two weeks later without any tutoring. The same test should provide similar findings if a tutor was to place a student on the continuum. Thus the results of this research question will evaluate the clarity of language used to describe the skills, since it will be interpreted two different times by the same person over a period of two weeks.

3. **What is the extent of correspondence (level of agreement) between Laubach placement stage and OLN continuum self-placement, and between Laubach placement stage and OLN continuum tutor placement of student?**

This research question is a good measure of comparison for the OLN project. We would expect that the higher the level a learner has reached in a Laubach program, the higher he\she would place themselves or be placed on the OLN continuum, if both the Laubach and OLN skills develop sequentially.

4. **What is the extent of correspondence between the OLN student and tutor placement?**

This research question is asking "is there consistency between how the student would place themselves of the continuum and how the tutor would place the student on the continuum?" There is value to this question as well. We would expect that if the skills are developed sequentially and if the learner is familiar with the tasks., then student placement and tutor placement of the student on the continuum would be at approximately the same skill.

5. **What is the correlation between the length of time in the Laubach program and the number of tutoring hours with the OLN continuum placement?**

The results from this research question will provide an interesting comparison between the length of time a student has been in a Laubach program and the number of hours he/she has spent in the OLN project. We would expect that the longer the student has been in a Laubach program the higher he/she will place themselves or be placed on the OLN continuum of skills.

The research team plans to do the bulk of their work in the winter of 1994 and be finished in the spring. We are pleased with the research efforts and we recognize that it is through partnerships like this one that progress is made possible in the field of literacy, as we work together to increase the level of literacy among adults.

There is one further initiative that the OLN project is currently involved in. The Literacy Branch, Ontario Training and Adjustment Board (OTAB) has asked all literacy programs which it funds to participate in community planning as part of the application process. The project is called the Literacy Community Planning Process(LCPP). One of the main objectives of OTAB is the co-ordination of training, both province-wide and at the community level. As part of this objective, OTAB is looking at the OLN project to provide recognition for adult learning and to record the achievement so that adults may move amongst providers, out of the system and back again, which will make community planning for literacy programs more easily co-ordinated. The OLN project will enable the literacy community to plan for the efficient and effective use of resources on a community and provincial level.

In conclusion, the Open Learning Network Committee is committed to continued research and development in the field of adult literacy. Even though the research project has not yet ended, teachers and learners are already looking forward to the potential benefits of this accreditation system. The OLN's main function will be to validate the learning that takes place at the level of basic skills. We believe that the approach to literacy and methodologies used in this project are adult learner centred, which will make the OLN project a popular alternative to the traditional Grade 12 diploma. Upon completion of the pilot project and upon further approval and funding, the OLN will be a viable alternative to many adult learners in the province of Ontario. We anticipate that the OLN project will have a major impact on the education systems as it affects adult learners in eastern Ontario.

APPENDIX A

LITERACY LINK EASTERN ONTARIO

OPEN LEARNING NETWORK

PILOTS

OCTOBER/NOVEMBER 1993

Do you have any questions about this pilot?

Do You Need Help?

Call Karen Moran

at
Literacy Link Eastern Ontario

1-800-465-7323
or
389-5307

Standards for Skill Competencies

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b. Numeracy Skills

User Guide

As developers of this pilot project manual we realize that as you use the materials presented you will find many things that you will want to change or adapt. Please make note of these findings and include them in your report.

Suggested Steps to Using This Manual

!. Read the description of the project.

2. Read the project criteria.

3. Prepare and submit a mini proposal to Literacy Link.

4. Hold an orientation session for learners and coaches.

5. Prepare a portfolio of forms for each student.

6. Begin the Prior Learning Assessment process with the students.

7. In consultation with the learner determine where they will be placed on the profile.

8. Prepare an individualized program plan with the learner.

9. As skills are achieved add evidence of learning outcomes to the students portfolio.

10. Maintain an ongoing record of your observations and suggestions.

11. Retain portfolios for use in the panel phase.

12. Learners may continue to progress along their skills path and add evidence of their learning to their portfolios.

Description of the Project

For a long time now, literacy teachers, learners and volunteer tutors in eastern Ontario have been asking these questions:

> **How can we document the learning that takes place in literacy programs?**
> **How can the adult learner receive credit for that learning?**

The Board of Directors of Literacy Link Eastern Ontario (LLEO) received funding from the Ministry of Education, Literacy Branch and the National Literacy Secretariat so that we could answer those questions and develop an accreditation system.

Staff at LLEO, literacy teachers, volunteer tutors and learners in eastern Ontario developed the Open Learning Network. The project was divided into three phases.

Phase One (1991)
We did some research to find out what accreditation systems are being used around the world for basic skills. We talked to people in businesses, literacy programs and training institutions in eastern Ontario to find out what they would like to see in an accreditation system.

Phase Two (1992-93)
Literacy teachers representing college, school board and community programs formed the Open Learning Network Working Committee and met regularly to develop the accreditation system. We each made a list of skills for reading, writing, spelling, speaking and listening, and numeracy that are used in our programs. A master list was created that documented all the learning that takes place in our programs. Then we thought of ways for the learner to prove that he or she knows the skill. We developed a way to find out about the prior learning adults have so that they don't have to repeat anything. Then we developed a model of how we would like the accreditation system to work in eastern Ontario.

Phase Three (1993-94)
8 Programs volunteered to pilot the Open Learning Network Accreditation System for two months. The pilot coaches will determine the prior learning of the learners involved and then place them on the skill path at the right level. The learner will then continue on the skill path at their own pace. Every skill that the learner masters will be documented in some form. That evidence will be collected in a portfolio. At the end of the pilot the portfolio will be submitted to a Panel. The Panel will review the portfolio and issue a certificate stating all the skills that the learner has achieved.

Criteria for Implementing Pilots

Purpose of the Pilot
The purpose of the pilot is to develop and test the Open Learning Network materials that document and recognize the learning that takes place in the literacy program.

Eligible Pilots
Community based, school board or college programs that offer basic skills upgrading and are funded through the Ministry of Education, Literacy Branch.

Requirements
The program hosting the pilot is required to:

1. Maintain the pilot phase of testing and developing the Open Learning Network materials for a specific time frame not to exceed 8 weeks.

2. Submit a mini proposal to Literacy Link Eastern Ontario detailing pilot staff responsibilities, learner involvement, method of instruction e.g. one-on-one or small group, location of pilot etc.

3. Submit a proposed and actual budget of up to $1,000.00 to Literacy Link Eastern Ontario.

4. Report in writing on developments and feedback in a interim report after 4 weeks and a final report after 8 weeks to Literacy Link Eastern Ontario.

5. Make available to Literacy Link Eastern Ontario any products, materials that are developed through the pilot.

6. Maintain confidentiality on the part of the learner.

7. Provide training and support to learners, staff and volunteers involved in the pilot.

8. Continue the program involvement of the pilot into the Panel Pilot phase between January - March 1994.

9. Maintain ongoing communication with appropriate LLEO staff throughout the pilot phase.

10. Share feedback and responses with other pilots in the eastern Ontario region.

Funding Criteria

How Much Can Programs Apply for?

Programs can apply for up to $1,000.00.

What Can Programs Apply for?

1. Operating costs related to the project
2. Staff replacement costs
3. Resource materials
4. Transportation costs
5. Printing costs

What Can't Programs Apply for?

1. Operating costs not related to the project
2. Community outreach and advertising
3. Renumeration to learners who participate

How Can Programs Apply For Pilot Funding?

1. Submit a proposed budget to Literacy Link Eastern Ontario describing and stating expected expenses
2. Submit an actual budget to Literacy Link Eastern Ontario at the end of the pilot describing and stating actual expenses.

Reporting Guidelines

What reports are required?

1. Written interim report after 4 weeks
2. Written final report after 8 weeks
3. Verbal reports throughout the pilot phase to LLEO staff
4. Verbal report at Open Learning Committee and pilot meetings

What is required in the reports?

1. Written reports can be brief
2. Description of program
3. Description of those involved in the pilot
4. Description of method of pilot delivery
5. Feedback information on Open Learning Network materials
6. Feedback information on participants reactions and responses
7. Recommendations

Section #2 - Forms

A. Student Information Release & Agreement

Each student will be asked to fill in this form because information given during the accreditation process will be shown to others and used to assess which skills will be listed on the final certificate.

Please answer these questions.

1. What is your full name? ______________________________

2. What is your address? ______________________________

____

3. What is your telephone number? ________________________

4. What is the name of your school? ______________________

5. What is your school's address? ________________________

____

6. Who is your accreditation coach? ______________________

7. What is your school's phone number? ____________________

Please read carefully and sign your name at the bottom of the page.

I understand that I will work with my accreditation coach to demonstrate the skills I have learned during my life. I give permission to this school to send my portfolio to the Open Learning Network to be assessed and returned to me with my accreditation certificate. As well, I understand that I am responsible for continuing to work on my skills path towards taking part in the panel phase.

________________________ ________________________

Student's Signature Today's Date

____

Coach's Signature

Section # 2 - Forms

B. Assessment of Prior Learning

Name: ______________________________

Accreditation Coach's Name: ______________________________

I want to learn about ______________________________

____

I care about ______________________________

____

I know about ______________________________

____

I learn best by ______________________________

____

My learning goal is ______________________________

____

Reading Skills

Instructions for the coach: The coach will provide opportunities and relevant materials to demonstrate the following reading skills. Sample materials are provided on following pages.

Based on demonstrated reading , this student can: (Check if demonstrated)

____- recognize and respond to single words

____- read and understand to sentences containing one piece of information

____- read and understand one paragraph about one topic

____- read and understand written directions

____- locate information found in simple graphical texts

____- accurately follow sequential instructions

____- locate and obtain information from a simple reference system

____- locate information found in a variety of texts

Reading Sample: One sentence with one thought

The car on the road is blue and white.

The big black cat was high up in the tree.

The little girl was crying.

The fierce wind blew down the tree.

Reading Sample: One paragraph with one sentence

Sample A

In the morning, Julie takes the bus to work. From the window of the bus hse can see many people driving cars and trucks. Other people ride bicycles or walk. The street is crowded with people going to work.

Sample B

English is the native speech of some three hundred million persons in the world. American English is spoken by a large majority of these people. However, many North Americans find it difficult to be understood in other English speaking countries such as Australia, England, Ireland, and Scotland. The language of any country is, after all, the result of its unique local conditions and customs.

Writing Skills

Instructions for the coach: The learner will be asked to bring in samples of things they have written such as completed application forms, letters written to family or friends, previously completed school assignments, appointment books, resumes, written accounts of experiences, labelled photograph albums, etc.

If the learner is not able to bring in any samples of their work, you will be able to determine their demonstrated ability when they fill out the various forms found in their binder. A writing sample may also be obtained by having the student write a short story based on a picture or a list of topics.

Based on demonstrated writing, this student can: (Check if demonstrated.)

_____- fill out a simple form

_____- write short letters,memos or messages

_____- write simple instructions for another person

_____- write a simple paragraph about personal ideas or experiences

_____- fill out a form needing personal details and the completion of a paragraph of open ended information

_____- write a variety of letters or memos for specific purposes

_____- write detailed instructions for another person to follow

Research Skills

Instructions for the coach : Ask learners the following questions. Their answers will help you identify which research skills the learner can demonstrate with confidence and which skills need to be developed further.

Question #1 -Have you ever used written information to find out about something that you were going to buy? ________yes or _______no

Tell me what you did. ____

____

What did your research show?__________________________________

____

Question #2 - Have you ever done research in order to convince someone that you were right in an argument?____________________________________

____

Where did you look for your information?__________________________

____

How did you let the other person know what you found out?

____

Question #3 - Have you ever done research in order to prepare for a presentation to a group of people?____

____

Where did you get your information? ______________________________

How did you present it?_______________________________________

____

Editing Skills

Instructions for the coach: Ask learner the following questions. Their answers will help you identify which editing skills the learner can demonstrate with confidence and which skills need to be developed further.

Question #1 - How do you check your written work?

____

Question #2 - Is using the correct spelling and grammar important to you? Please explain your answer.

____

Question #3 - The following sentences have errors in them. Can you find them?

Wen Tom and george went to the movies they sneacked in threw the back doore.

Wen they got to there seet a policeman was waiting their four them.

When there mothers fownd out they where very made.

they ain't gonna do that again!

Types of Documentation You Can Use in Your Portfolio

Work Experience:
- job descriptions
- awards
- letters of recommendation
- letters from your boss or other workers
- samples of the work you produced
- evaluation reviews
- time sheets

Community Activities:
- awards
- newspaper or magazine clippings
- letters from co-volunteers, clients or supervisors

Courses and Training:
- transcripts
- assignments
- letters from the teacher
- course descriptions
- certificates

Special Projects:
- books, newsletters etc. you have published
- pictures you have painted
- music you have written
- a list of books you have read
- a list of countries you have visited
- photographs of places you have visited
- photographs of collections
- speeches you have given
- programs from theatre productions
- writing samples
- videos you have made or have been in
- evidence of conversations you have had with experts

Section #2 - Forms

C. Participant Profile

To help the Open Learning Network committee understand more about the people who will be participating in this pilot, please answer this list of questions.

Tell us about your program

1. Who runs your program? It is school board-based ____, community-based ____ or college-based ____

2. Is your program rural ____ or urban ____?

3. There are _____ students in our program.

Tell us about your coach

1. My coach is a volunteer ____, a paid tutor ____, or a paid instuctor ____.

2. What experience has your coach had in teaching adults?

____

____

3. What experience has your coach had in assessment of skills?

____

____

Tell us about yourself

1. How old are you? 21-35 ____, 36-45 ____, 46-60 ____, 61 + ____

2. What schools have you attended in the past? (i.e.Elementary,Secondary, etc.)

____

____

3. How long have you been in this program? ________________________

4. What types of work have you done (volunteer or paid)?

____

____

5. What is your learning goal?

____

____

Section #2 - Forms

D. Coach\Learner Agreement of Skills Demonstrated

Learners will learn and practice new skills until they are ready to demonstrate them and, eventually, apply for accreditation of these skills. The Open Learning Network will need information about the situation and materials used to demonstrate a skill. Please fill out one form for each skill that is seeking accreditation.

Path - ______________________ *Skill Group* - ____________________

Skill # - _____ *Skill* - ____

____

____

Dates Skill Demonstrated -

1. ______________________ 2. ______________________

3. ______________________ 4. ______________________

5. ______________________ 6. ______________________

Have Learning Outcomes been achieved?

Yes - _______ No - _______

____________________________ ______________________________
Students Name (print or type) Coach's Name

____________________________ ______________________________
Signature of Student Signature of Coach

Date Date___________________________

Section #2 - Forms

E. Application for Accreditation

Based on the evidence supplied in my portfolio I am applying for credit in the following skills

Path - ______________________________ Skill ____________________________

Skill # - ______ Skill # - _______ Skill # - ______ Skill # - ______

Skill # - ______ Skill # - ______ Skill # - ______ Skill # - ______

________________________________ ____________________________

Learner's Name (print or type) Coach's Name

________________________________ ____________________________

Signature of Learner Signature of Coach

Section #2 - Forms

F. Suggestions for Future Use

I am: a learner ____

(Please check one) a coach ____

a pilot supervisor ____

As a participant in the pilot project of the Open Learning Network I would like to make the following suggestions:

Materials: ____________________

____

____

Methods: ____________________

____

____

Portfolio Development: ____________________

____

____

Accreditation Process: ____________________

____

____

F. Suggestions for Use (continued)

Other:____

____

____

I would like to make the following general comments:________________

____

____

____________________ ____________________

Name Program

____

Date

APPENDIX B

Prior Learning Assessment Materials For Numeracy

Instructions to the coach: These assessment materials can be used along with your own understanding of what the learner can handle. Stop when the learner experiences difficulty to avoid frustration.

Assessment for Numeracy

Numeracy in Everyday Living

Instructions to the coach: The following questions are intended to familiarize the learner with situations where he/she may use numeracy already in everyday living.

1. Do you follow recipes when you bake or cook?
2. Do you order your sandwich meat from the deli at the grocery store?
3. Do you use cash to pay for things you buy?
4. Do you repair your own vehicle?
5. Do you pay your monthly bills?
6. Do you use a bank account?
7. Do you sew or mend clothes?
8. Do you make furniture or build things?
9. Do you keep track of your hours of work?
10. Do you compare prices when you are shopping?
11. Do you calculate how long it will take you to travel from one place to another?
12. Do you read the thermometer to know how to dress in the morning?
13. Do you weigh yourself or your child?

Identifying Numbers

Instructions: Say the numbers on the page and ask the learner to point to them as you read them. Then you can point to the numbers and ask the learner to tell you what they are.

3 7 10

12 16 22

62 115 147

216 3,140 5,032

7,009 49,203 101,475 8,365,065

Recognizing Numbers

Instructions: Match the number with the word.

3
5
7
1
9
6
8
4
18
27
97
103
1, 297

one
seven
six
eighteen
three
four
one thousand two hundred and ninety seven
nine
one hundred and three
five
twenty-seven
eight
ninety-seven

Recognizing Signs

Instructions: Match the sign with the word and tell what it means.

+
-
x
÷

divide
add
subtract
multiply

BASIC OPERATIONS

$$\begin{array}{rrrr} 2 & 5 & 2 & 8 \\ \underline{+1} & \underline{+2} & \underline{-1} & \underline{-3} \end{array}$$

$$\begin{array}{rrrr} 9 & 12 & 12 & 15 \\ \underline{+8} & \underline{+2} & \underline{-6} & \underline{-9} \end{array}$$

$$\begin{array}{rrrr} 22 & 17 & 27 & 4 \\ \underline{+31} & \underline{+14} & \underline{-17} & \underline{x5} \end{array}$$

$$\begin{array}{rrrr} 487 & 428 & 725 & 1/4 \\ \underline{+378} & \underline{-139} & \underline{x6} & \underline{+1/2} \end{array}$$

$$\begin{array}{rr} 27 & \$10.00 \\ \underline{X.3} & \underline{-9.27} \end{array}$$

8 x 9 = _____ 63 ÷ 7 = _____

$22\overline{)6710}$ = _____ 7 x 1 2/3 = _____

1 1/2 ÷ 1/4 = _____ 7 1/8 x 1 3/5 = _____

1/4 = _____ % 1 ½ lb = _____ oz

$$\begin{array}{r} \text{7 ft. 3 in.} \\ \underline{\text{-2 ft. 5 in.}} \end{array}$$

Using a Calculator

Instructions: Using your calculator find the answers to the following problems.

40 + 26 =

43 - 20 =

23 x .7 =

560 ÷ 30 =

50 % of 48 =

1.5 % of 40 =

$\sqrt{112} =$

3/4 x 3/4 =

66 2/3 of 75 =

12 + 106 =

174 - 6.7 =

1.07 x 1.3 =

12 ÷ 4.6 =

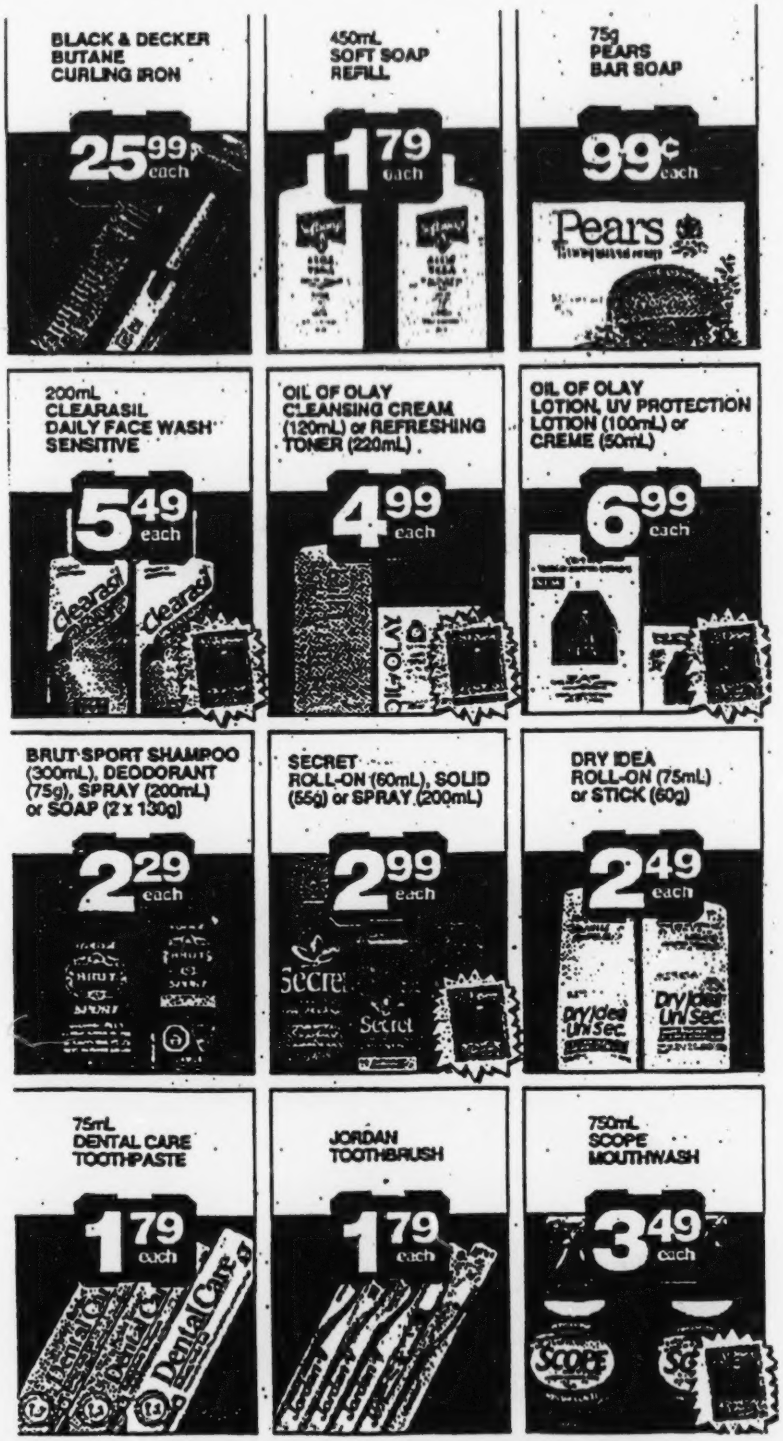
6 % of 108 =

$\sqrt{104.3} =$

3/8 x 100 =

Money Transactions

Instructions: Using the shopping flyer, indicate what items you could buy for about $15.00.

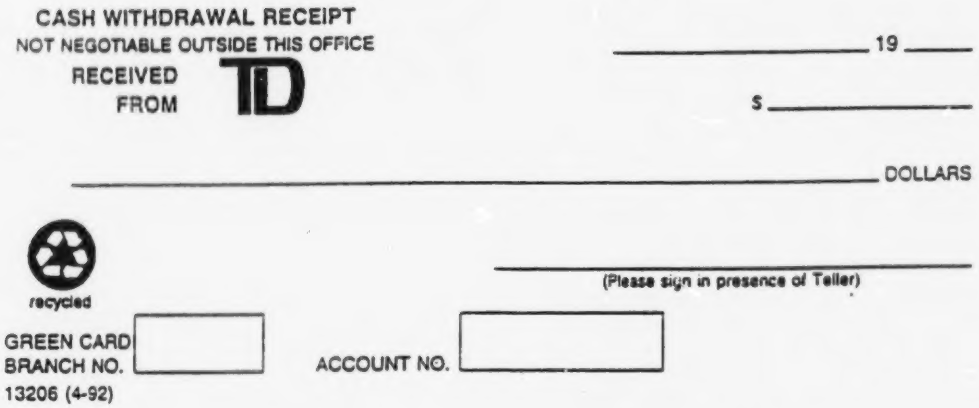


BLACK & DECKER BUTANE CURLING IRON 25^{99} each	450mL SOFT SOAP REFILL 1^{79} each	75g PEARS BAR SOAP 99¢ each
200mL CLEARASIL DAILY FACE WASH SENSITIVE 5^{49} each	OIL OF OLAY CLEANSING CREAM (120mL) or REFRESHING TONER (220mL) 4^{99} each	OIL OF OLAY LOTION, UV PROTECTION LOTION (100mL) or CREME (50mL) 6^{99} each
BRUT SPORT SHAMPOO (300mL), DEODORANT (75g), SPRAY (200mL) or SOAP (2 x 130g) 2^{29} each	SECRET ROLL-ON (60mL), SOLID (55g) or SPRAY (200mL) 2^{99} each	DRY IDEA ROLL-ON (75mL) or STICK (60g) 2^{49} each
75mL DENTAL CARE TOOTHPASTE 1^{79} each	JORDAN TOOTHBRUSH 1^{79} each	750mL SCOPE MOUTHWASH 3^{49} each

BEST COPY AVAILABLE

Banking

Instructions: Fill out the withdrawal receipt for $100.00. Then fill out the deposit slip for $350.00.



CASH WITHDRAWAL RECEIPT
NOT NEGOTIABLE OUTSIDE THIS OFFICE
RECEIVED
FROM TD

______________________ 19 ____

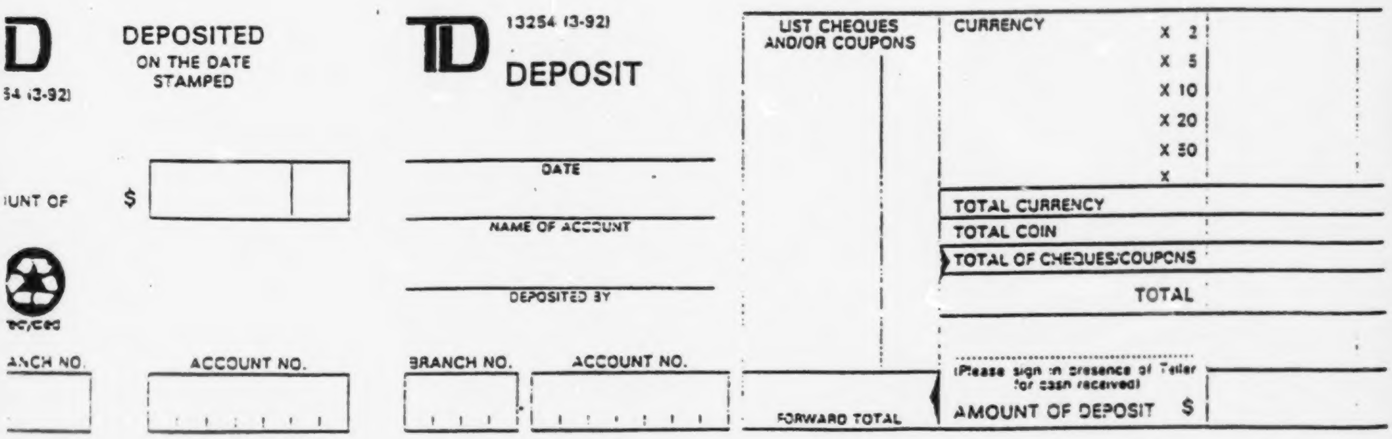
$ ____________

____ DOLLARS

recycled

____
(Please sign in presence of Teller)

GREEN CARD BRANCH NO. ☐
ACCOUNT NO. ☐
13206 (4-92)



D
54 (3-92)

DEPOSITED
ON THE DATE
STAMPED

UNT OF $ ☐

recycled

ANCH NO. ☐
ACCOUNT NO. ☐

TD 13254 (3-92)
DEPOSIT

____
DATE

____
NAME OF ACCOUNT

____
DEPOSITED BY

BRANCH NO. ☐
ACCOUNT NO. ☐

LIST CHEQUES AND/OR COUPONS

FORWARD TOTAL

CURRENCY
X 2
X 5
X 10
X 20
X 50
X

TOTAL CURRENCY
TOTAL COIN
TOTAL OF CHEQUES/COUPONS
TOTAL

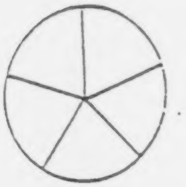
(Please sign in presence of Teller for cash received)

AMOUNT OF DEPOSIT $

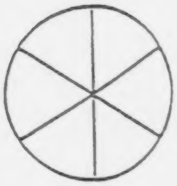
Fractions

Instructions: Shade in the fractions below.

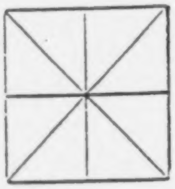
Shade 3/5



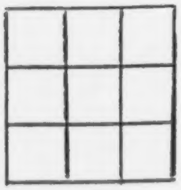
Shade 1/6



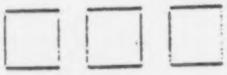
Shade 5/8



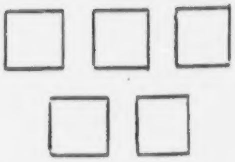
Shade 7/9



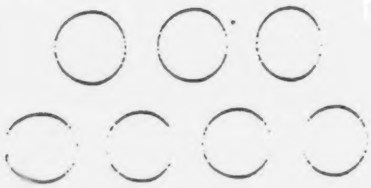
Shade 1/3



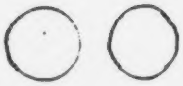
Shade 4/5



Shade 3/7

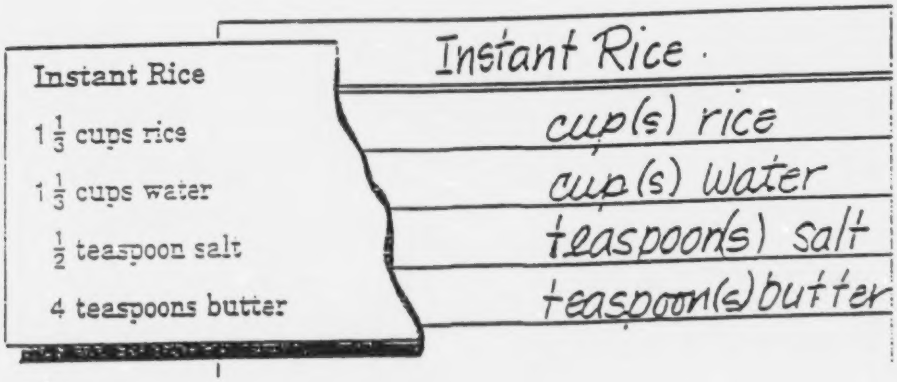


Shade ½



Changing Fractions

Instructions: Keely is going to use this recipe for her dinner party. She needs two times as many servings as the recipe makes. How much of each ingredient will she need?



Instant Rice

$1\frac{1}{3}$ cups rice

$1\frac{1}{3}$ cups water

$\frac{1}{2}$ teaspoon salt

4 teaspoons butter

Instant Rice

cup(s) rice

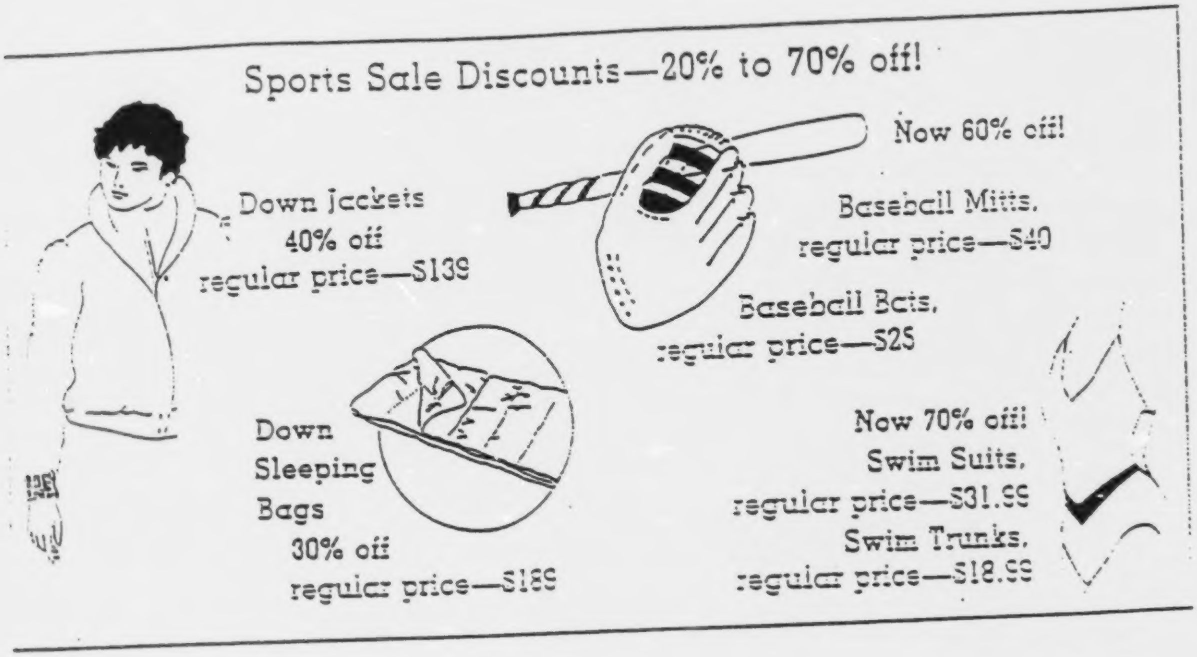
cup(s) water

teaspoon(s) salt

teaspoon(s) butter

Percent

Instructions: Calculate the sale price of each item. Then add on the PST and the GST.



Sports Sale Discounts—20% to 70% off!

Down Jackets
40% off
regular price—$139

Now 60% off!
Baseball Mitts,
regular price—$40
Baseball Bats,
regular price—$25

Down
Sleeping
Bags
30% off
regular price—$189

Now 70% off!
Swim Suits,
regular price—$31.99
Swim Trunks,
regular price—$18.99

Basic Measurement

Instructions: What unit of measurement could be used to measure the following:

The width of a house?

A cup of hot drink?

The speed of a car?

The weight of a baby?

The distance between cities?

Measuring Linear Distances

1. List the units form smallest to largest

   centimetre, meter, milimeter, decimeter, kilometer

2. What could you measure using:

   centimeters?

   meters?

   millimeters?

   decimeters?

   kilometers?

Measurement of Weight

1. What does each symbol stand for?

   a) g b) m c) kg d) MT

2. List the units from smallest to largest.

   gram, kilogram, metric ton, milligram

3. What could you measure using:

   grams?

   kilograms?

   metric ton?

   milligrams?

Measurement of Liquid Capacity

1. Write the symbols for these units of measure.

milliliter

liter

kiloliter

2. Write these unit names in order form smallest to largest.

liter

centiliter

kiloliter

milliliter

3. What could you measure using?

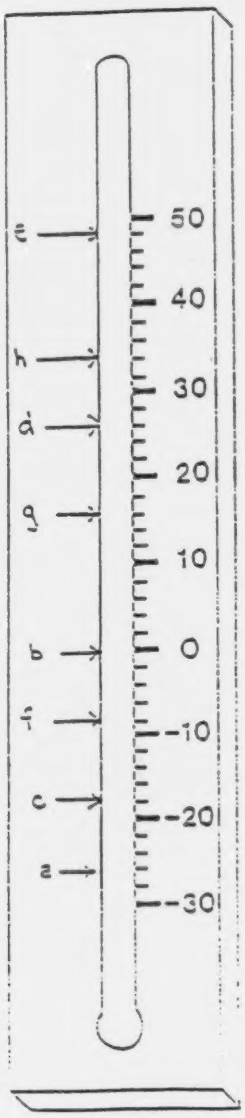
liters?

milliliters?

kiloliters?

Reading a Celsius Thermometer

Instructions: Look at the thermometer shown below. Find the letters on the scale. Tell what temperatures they show. The fist one is done for you.f



e
50
40
h
30
d
20
g
10
b
0
f
-10
c
-20
a
-30

a. -26° C

b. ________

c. ________

d. ________

e. ________

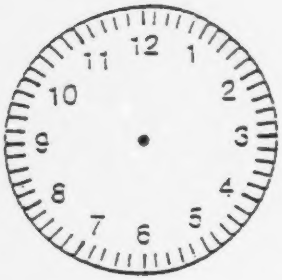
f. ________

g. ________

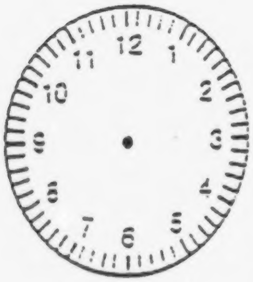
h. ________

Telling Time

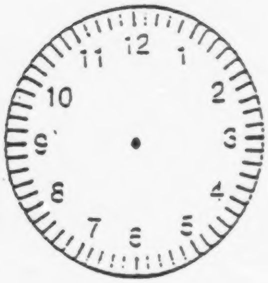
Instructions: Using the blank clocks, draw in different times. Then indicate what time the clock shows in the space below.



____



____



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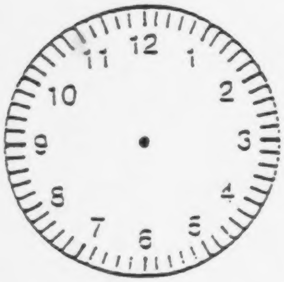

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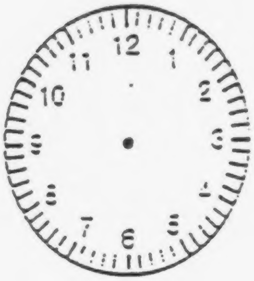

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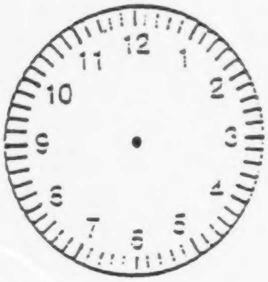

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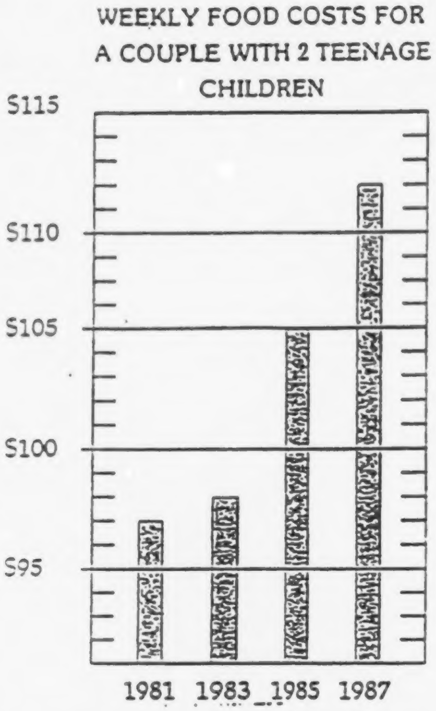
Graphing

Use the bar graph below to answer the questions.



What was the average weekly food cost for a couple with two teenage children in

a. 1981? _______

c. 1985? _______

b. 1983? _______

d. 1987? _______

Find the yearly (52-week) food costs for the for the family described in the graph in 1983.

____

How much more did food cost for the family described in the graph for one month in 1985 than for one month in 1981

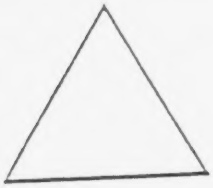
____

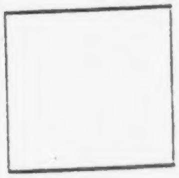
In 1987 the Gibbons family took home $1297 every four weeks. Their food expenses matched those shown on the graph. How much did the Gibbons have left for other expenses besides food each month?

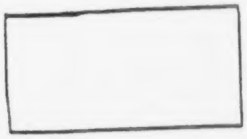
____

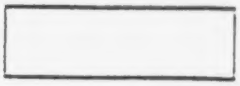
Geometry

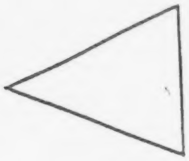
Instructions: Tell what shapes are listed below. Show a right angle. How are angles measured?

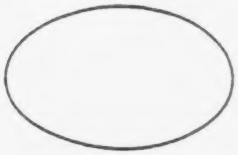












APPENDIX C

Eastern Ontario
Open Learning Network

Standards for Skill Competencies

Communication Skills

September, 1993

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Definition of terms 3

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Editing Skills 17

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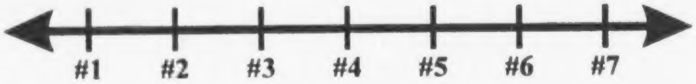
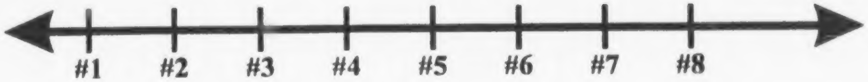
Progress Profile

*Identification Code*______________

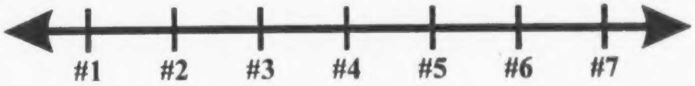
Speaking & Listening Skills



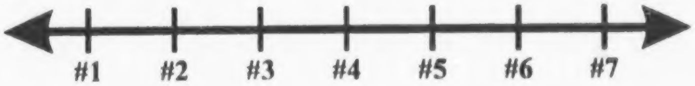
Reading Skills



Writing Skills



Research Skills



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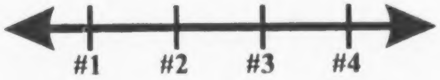
Editing Skills



Definition of terms

Skills are sub-divided into the following:

Skill

A description of an activity or behavior that can be demonstrated.

Learning Outcomes

An explanation of what is needed to competently demonstrate this skill. Context examples are given.

Knowledge Base

The background knowledge necessary to demonstrate this skill.

Suggested Resources

Specifies situations and materials used to learn and demonstrate the skill.

Speaking and Listening Skills

This path describes speaking and listening skills used in our daily activities. Any topic ofinterest to the individual can be used.

	# 1	# 2	# 3
Skill	This person can give information to one person on one main issue.	This person can receive information from one person on one main issue.	This person can hold a conversation with one person not previously known.
Learning Outcomes	**What?** Can give clear, accurate information to one other person. **How?** - on the phone or in person, five separate pieces of information are given **Example** - making a doctor's appointment	**What?** Can show understanding of information received from one other person. **How?** - on the phone or in person, five separate pieces of information are received and reported **Example** - asking when a party starts, asking how a child is doing in school	**What?** Can accurately give to and show understanding of information given by one person not previously known. **How?** - on the phone or in person, information is given and received on five separate occasions **Example** - trying on shoes with the help of a sales clerk
Knowledge Base	• **communication is a two-way process** • **how to use language that is appropriate to the situation and audience** • **the effect of tone of voice, eye contact, facial expression and body language**	• communication is a two-way process • how to ask appropriate questions • how to summarize to aid understanding • effect of tone of voice, eye contact, facial expression and body language • **tense and grammar affect communication**	• communication is a two-way process • how to ask appropriate questions • how to summarize to aid understanding • effect of tone of voice, eye contact, facial expressions and body language • tense and grammar affect communication • **taking turns** • **how to start and finish conversations** • **appropriate topics of conversation**
Suggested Resources	role-playing, discussions in class, take-out order forms, catalogue orders, making payments, meetings	transportation agencies, social events, parent-teacher interviews, media reports, local service providers, meetings	guest speakers, role-playing, line ups, social events, sports events, child s organized activities, meetings, cafeterias

Speaking and Listening Skills

	# 4	# 5
Skill	This person can support and reassure someone who is in an unfamiliar situation.	This person can give a short talk or presentation to a small group.
Learning Outcomes	**What?** Can identify and respond to the needs of someone who is in an unfamiliar situation. **How?** - the other person's concerns are established, an appropriate response (verbal and non-verbal) is made and information, advice or conversation is provided on five separate occasions **Example** - helping someone find the exit in a building, introducing a new person to others in a neighbourhood	**What?** Can give clear and accurate information about one issue to a small group of familiar people. **How?**- free-standing or within a group meeting, questions are encouraged and answered and further sources of information are given on five separate occasions **Example**- describing yourself or another person to a group, telling a small group about your vacation plans
Knowledge Base	• communication is a two-way process • how to ask appropriate questions • how to summarize to aid understanding • effect of tone of voice, eye contact, facial expressions and body language • tense and grammar affect communication • taking turns • how to start and finish conversations • appropriate topics of conversation • appropriate manner of addressing people • where to locate additional information • **how to empathize with another person**	• communication is a two-way process • how to ask appropriate questions • how to summarize to aid understanding • effect of tone of voice, eye contact, facial expressions and body language • tense and grammar affect communication • taking turns • how to start and finish conversations • appropriate topics of conversation • appropriate manner of addressing people • where to find additional information • how to empathize with another person • **how to organize a presentation, (opening remarks, statement of purpose, supporting arguments/ instructions/ explanations, concluding remarks, encouraging questions/ comments)**
Suggested Resources	co-workers, neighbours, classmates, committee members, church members, team members, friends, family members	neighbourhood, workplace, club or committee meetings, selling an item, talking about a hobby, interest, introducing a familiar person

Speaking and Listening Skills

	# 6	# 7
Skill	This person can explain or describe a familiar activity, place or object to help one or more people do something.	This person can exchange information and opinions about a familiar topic in a group of two or more people.
Learning Outcomes	**What?** Can give a clear, accurate and logical description of a familiar activity, place or object to help one or more people do something. **How?** free-standing or in a group setting, description is logically given, understanding is checked and concerns are clarified on five separate occasions **Example-** explaining how to use a washing machine, orientation to a new place, helping someone learn how to use a calculator	**What?** Can clearly and logically exchange information and opinions about a familiar topic with two or more people on five separate occasions. **How?** - free standing or group setting, information given is accurate, opinions are identified and constructive responses to other participants are made **Example** - discuss family memories with relatives, discuss which political party should win in the next election
Knowledge Base	• communication is a two-way process • how to ask appropriate questions • how to summarize to aid understanding • effect of tone of voice, eye contact, facial expressions and body language • tense and grammar affect communication • taking turns • how to start and finish conversations • appropriate topics of conversation • appropriate manner of addressing people • where to locate additional information • how to empathize with another person • how to organize a presentation, (opening remarks, statement of purpose, supporting arguments/ instructions/ explanations, concluding remarks, encouraging questions/ comments • **instructions are given in a logical order**	• communication is a two-way process • how to ask appropriate questions • how to summarize to aid understanding • effect of tone of voice, eye contact, facial expressions and body language • tense and grammar affect communication • taking turns • how to start and finish conversations • appropriate topics of conversation • appropriate manner of addressing people • where to find additional information • how to empathize with another person • how to organize a presentation, (opening remarks, statement of purpose, supporting arguments/ instructions/ explanations, concluding remarks, encouraging questions/ comments) • instructions are given in logical order
Suggested Resources	fire or safety procedures, recipes, operation of equipment/ machinery, schedules and maps, role-playing situations, job descriptions, course guides and text	real or simulated discussion topics may include hobbies, interests, familiar people/ places/ events, opinion polls results, political/ social/ religious/ educational/ workplace issues, child care

Reading Skills

This path describes reading skills used in our daily activities.
Any topic of interest to the individual can be used.

	# 1	# 2	# 3
Skill	This person can recognize and respond to single words and symbols found in daily living.	This person can read and respond to short, simple texts.	This person can read and respond to texts containing 4 - 5 sentence paragraphs.
Learning Outcomes	**What?** - can accurately recognize and respond to functional words on five separate occasions **How?** - words/ phrases are printed in upper or lower case, cursive or print, recognition is recorded **Example** - can read words in the community such as: DON T WALK, emergency signs, EXIT, STOP	**What?** - can accurately respond to simple sentences or questions on five separate occasions **How?** - sentences contain one piece of information, questions ask for one piece of information, response is accurate **Example** - can read and answer a simple telephone message	**What?** - can accurately respond to texts containing 4 - 5 sentence paragraphs on five separate occasions **How?** - paragraphs contain one topic, understanding is checked **Example** - can follow a simple recipe, can follow a simple job description
Knowledge Base	• **written texts contain information** • **numbers can be written using symbols and words** • **words and simple phrases are found in many aspects of daily living**	• written texts contain information • numbers can be written using symbols and words • words and simple phrases are found in many aspects of daily living • **sentences give information** • **questions ask for information** • **simple punctuation and grammar**	• written texts contain information • numbers can be written using symbols and words • words and simple phrases are found in many aspects of daily living • sentences give information • questions ask for information • simple punctuation and grammar • **how to find needed information** • **context helps the reader understand new words**
Suggested Resources	calendars, signs, posters, pamphlets, materials, recipes, forms, telephone or address books	board games signs, posters, advertisements, signs, pamphlets, simple forms, menus	schedules, brochures, newspaper/ magazine, articles, comics, recipes, craft books

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Reading Skills

	# 4	# 5	# 6
Skill	This person can read and follow simple written directions or instructions.	This person can interpret information given in simple schedules, maps, plans and tables.	This person can read and follow a number of instructions given in logical order.
Learning Outcomes	**What?** - can accurately follow directions or instructions on five separate occasions **How?** - instructions are found, include single sentences and the action is accurate **Example** - can use directions to find a store, can make macaroni and cheese by following the recipe on the box	**What?** - can accurately find information using simple graphical texts on five separate occasions **How?** - purpose is stated, information is found and reported accurately using schedules, maps, plans and tables **Example** - can find departure times using a train schedule, can follow a freehand map to a party	**What?** - can accurately follow instructions given in logical order on five separate occasions **How?** - purpose is stated, detailed instructions are found, interpreted and followed accurately **Example** - can fill out a bank deposit slip and receive the correct amount of money
Knowledge Base	• written texts contain information • numbers can be written using symbols and words • words and simple phrases are found in many aspects of daily living • sentences give information • questions ask for information • simple punctuation and grammar • how and where to find needed information • context helps readers to understand new words • **pictures may help understanding of context**	• written texts contain information • numbers can be written using symbols and words • words and simple phrases are found in many aspects of daily living • sentences give information • questions ask for information • simple punctuation and grammar • how and where to find needed information • context helps the reader understand new words • pictures may help understanding of context • **skimming for general information** • **scanning for specific information** • **graphical texts contain information**	• written texts contain information • numbers can be written using symbols and words • words and simple phrases are found in many aspects of daily living • sentences give information • questions ask for information • simple punctuation and grammar • how and where to find needed information • context helps the reader understand new words • pictures may help understanding of context • skimming for general information • scanning for specific information • graphical texts contain information • **large texts can be broken down into manageable units of information**
Suggested Resources	washing instructions, order forms, basic first aid instuctions, job description, freehand maps and plans, games	local maps, phone directories, farmer s almanac, newspaper, magazines, price lists, travel or event schedules	safety manuals, machine/ equipment operating instructions, cook books, assembly instructions, procedure manuals, orientation guides

Reading Skills

	# 7	# 8
Skill	This person can use simple reference systems to get specific information.	This person can find and evaluate a variety of written materials.
Learning Outcomes	**What?** - can find information using simple reference systems on five separate occasions **How?** - reference material is alphabetically, numerically or chronologically arranged (i.e. has an index with clear instructions), purpose is stated, information is found, interpreted and reported accurately **Example** - can order items from a catalogue, can find a repairman in the yellow pages of the phone book	**What?** - can accurately find information in a variety of texts on five separate occasions **How?** - intended purpose is stated, appropriate sources of information are selected, relevant points are found and identified as fact or opinion, reporting is accurate **Example** - can find information to plan a family vacation
Knowledge Base	• written texts contain information • numbers can be written using symbols and words • words and simple phrases are found in many aspects of daily living • sentences give information • questions ask for information • simple punctuation and grammar • how and where to find needed information • context helps the reader understand new words • pictures may help understanding of context • skimming for general information • scanning for specific information • graphical texts contain information • large text can be broken down into manageable units of information • **text organizers (i.e. table of contents, index, headings, subheadings, card catalogues)** • **reference systems contain factual information**	• written texts contain information • numbers can be written using symbols and words • words and simple phrases are found in many aspects of daily living • sentences give information • questions ask for information • simple punctuation and grammar • how and where to find needed information • context helps the reader understand new words • pictures may help understanding of context • skimming for general information • scanning for specific information • graphical texts contain information • large text can be broken down into manageable units of information • text organizers (i.e. table of contents, index, headings, subheadings, card catalogues) • reference systems contain factual information
Suggested Resources	dictionary, thesaurus, telephone book, catalogue, car manual, encyclopedia, course guides, address book, tourist information, equipment manual, report card, inventories, bibliographies	posters, flyers, pamphlets, schedules, maps, plans, newspapers, magazines, professional journals, manuals, encyclopedia, interest books, reports, biographical/ autobiographical books or articles, catalogues

Writing Skills

This path describes writing skills used in our daily activities. Any topic of interest to the individual can be used.

	# 1	# 2
Skill	This person can fill out a simple form.	This person can write short letters, memos and take messages.
Learning Outcomes	**What?** - can accurately fill out forms requiring personal details and short, simple sentences on five separate occasions **How?** - type of form and information required are identified, and writing is accurate and legible, block, cursive or print letters can be used **Example** - fill out a simple application form	**What?** - can accurately and briefly write short letters, simple memos and take messages on five separate occasions **How?** - purpose and format are identified, accurately completed and checked for clarity **Example** - write a letter asking for the location of an event
Knowledge Base	• **information can be written down** • **numbers can be written using symbols and words** • **common words and phrases are found in many aspects of daily living** • **forms organize information into small units** • **right to refuse to give information i.e. SIN number**	• information can be written down • numbers can be written using symbols and words • common words and phrases are found in many aspects of daily living • forms organize information into small units • **right to refuse to give information i.e. SIN number** • **the writing process - plan, write, edit, publish** • **format of commonly written notes, messages and letters** • **spelling, grammar, and punctuation affect meaning** • **strategies for finding spellings- dictionary, asking**
Suggested Resources	appointment book, bank slips, credit application, contest ballot, shopping list, simple job application, telephone message slip, multiple choice or short answer tests/ surveys	personal note/ letter, travel diary, telephone message, journal writing, answering machine messages, letters of enquiry/ complaint/ condolence/ application, want ad, contest ballot, card, experience stories, invitation

Writing Skills

	#3	# 4
Skill	This person can write simple instructions for another person.	This person can write a simple paragraph about personal ideas and experiences.
Learning Outcomes	**What?** - can logically and clearly write simple instructions to be used by another person for a specific purpose on five separate occasions **How?** - intended purpose is stated, steps are short, in logical order and appropriate for task **Example** - write directions to a party	**What?** - can accurately write a simple paragraph on five separate occasions **How?** - personal ideas and experiences are presented logically, concisely and clearly, writing is accurate and legible **Example** - write a story about a funny or scary experience
Knowledge Base	• information can be written down • numbers can be written using symbols and words • common words and phrases are found in many aspects of daily living • forms organize information into small units • right to refuse to give information - i.e. SIN number • the writing process - plan, write, edit, publish • format of commonly written notes, messages and letters • spelling, grammar, and punctuation affect meaning • strategies for finding spellings- dictionary, asking • **pictures and diagrams may aid understanding (arrows, figures)**	• information can be written down • numbers can be written using symbols and words • common words and phrases are found in many aspects of daily living • forms organize information into small units • the writing process - plan, write, edit, publish • spelling, grammar, and punctuation affect meaning • strategies for finding spellings- dictionary, asking • pictures and diagrams may aid understanding (arrows, figures) • right to refuse to give information - i.e. SIN number • **paragraph structure, i.e. topic, supporting details, conclusion** • **writing can be personal with no audience intended**
Suggested Resources	social/sports event schedule, decorating ideas, first aid instructions, bulletin board memo, community map, to do list, party plans	journal writing, travel diary, experience story, job description, letter to a friend, progress update

Writing Skills

	# 5	# 6
Skill	This person can fill out a variety of forms, requiring personal details and a paragraph of open-ended information.	This person can write a variety of letters or memos with several separate ideas for a specific purpose.
Learning Outcomes	**What?** - can write logical, brief forms which require personal details and detailed information on five separate occasions **How?** personal details are accurate, paragraph has proper structure and clarity, purpose is achieved **Example**- fill out an accident report, personal budget, or personal calendar	**What?** - can accurately write a variety of letters or memos with at least three separate ideas on five separate occasions **How?** - purpose is stated, appropriate letter format is used, information is clearly, accurately and briefly written **Example** - write a letter of thanks or sympathy, write a workplace memo
Knowledge Base	• information can be written down • numbers can be written using symbols and words • common words and phrases are found in many aspects of daily living • forms organize information into small units • the writing process - plan, write, edit, publish • spelling, grammar, and punctuation affect meaning • strategies for finding spellings- dictionary, • paragraph structure, i.e. topic, supporting details, conclusion • importance of knowing and writing for a specific reader • right to refuse to give information - i.e. SIN number • point form • **proofreading for content clarity and accuracy**	• information can be written down • numbers can be written using symbols and words • common words and phrases are found in many aspects of daily living • forms organize information into small units • the writing process - plan, write, edit, publish • spelling, grammar, and punctuation affect meaning • strategies for finding spellings- dictionary, • paragraph structure, i.e. topic, supporting details, conclusion • importance of knowing and writing for a specific reader • right to refuse to give information - i.e. SIN number • point form • proofreading for content clarity and accuracy • **presentation styles- i.e. salutaion, closing**
Suggested Resources	accident report, insurance claim, application form, catalogue order form, occupational research form, registration form, prepared budget and resume forms	personal letter, business letter/ update/ memo, editorial, letter seeking professional advice, flyers, newspaper or newsletter, resume and covering letter

Writing Skills

	# 7	
Skill	This person can write detailed instructions for another person to follow.	
Learning Outcomes	**What?** - can logically list ordered steps required to complete a task on five separate occasions **How?** - desired results are described, steps are logical, clear and brief, language is appropriate for intended reader **Example** - write directions for hand-washing an article of clothing, writing a schedule for a bus trip	
Knowledge Base	• information can be written down • numbers can be written using symbols and words • common words and phrases are found in many aspects of daily living • forms organize information into small units • the writing process - plan, write, edit, publish • spelling, grammar, and punctuation affect meaning • strategies for finding spellings- dictionary, • paragraph structure, i.e. topic, supporting details, conclusion • importance of knowing and writing for a specific reader • point form • proofreading for content clarity, logic and accuracy • **information can be broken down into smaller steps to aid understanding**	
Suggested Resources	work order, shopping trip, orientation guides, first aid instructions, job or task descriptions, schedule for an event, travel directions for guests	92

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Research Skills

This path describes research skills used in our daily activities. Any topic of interest to the individual can be used.

Skill	This person can find information using a variety of written texts for a specific purpose.	This person can find information using a variety of graphical texts for a specific purpose.	This person can find information using a variety of oral sources for a specific purpose.
Learning Outcomes	**What?** - can accurately find specific items of information using a variety of written texts on five separate occasions **How?** - a variety of written texts are used, intended purpose and procedure used to find information are clearly stated, information is reported accurately **Example** - find information about campgrounds from an accommodations guide	**What?** - can accurately find specific items of information found in a variety of graphical texts on five separate occasions **How?** - a variety of graphical texts are used, intended purpose and procedure used to find information are clearly stated, information is reported accurately **Example** - identify a type of bird using a bird book	**What?** - can accurately find specific items of information given by a variety of oral sources on five separate occasions **How?** - a variety of oral sources are used, intended purpose and sources used to find information are clearly stated, information is reported accurately **Example** - find out about a bank account by talking to a bank teller
Knowledge Base	• **purpose, location, and format of a variety of written texts** • **written texts are sources of information** • **organizers - i.e. index, headings and subheadings** • **skimmimg/ scanning for information** • **life experiences aid understanding of written texts**	• **large texts can be broken down into manageable units of information** • **purpose, location and format of a variety of graphical texts** • **graphical texts are sources of information** • **maps and plans are graphical, two- dimensional pictures of places** • **tables work by arranging data in columns** • **legends provide additional information** • **skimming and scanning of data**	• **conversion tables may be needed with maps** • **data should be checked for accuracy** • **types of knowledge and skills available from a variety of oral sources** • **information can be obtained from oral sources** • **where to find oral sources of information** • **effective questioning** • **taking notes can aid memory** • **effect of body language, facial expression, gestures, tone of voice and eye contact on meaning** • **data should be checked for accuracy**
Suggested Resources	experience stories, calendars, signs, pamphlets, magazines, newspapers, books, recipes, job descriptions, task analyses, craft books, instructions, price lists, letters, memos, reports, comic strips, lecture notes, meeting minutes	calendars, charts, schedules, signs, bank machine, television guides, recipes, washing instructions, maps, tables, flyers, advertisements, conversion tables	friends, family members, social organizations, co-workers, neighbours, politicians, educators, church officials, television/ radio programs, athletic organizations, financial organizations, hobbyists, lobbyist, musicians, training institutions

Research Skills

	# 4	# 5
Skill	This person can apply information found in written texts to a specific purpose.	This person can apply information found in graphical texts to a specific purpose.
Learning Outcomes	**What?** - can select necessary information contained in written texts and report findings for a specific purpose on five separate occasions **How?** - purpose is clearly stated, procedure used to locate, select and apply information is justified, written application is clear, concise and accurate **Example** - make a shopping list by reading several store flyers	**What?** - can select necessary information contained in graphical texts and report findings for a specific purpose on five separate occasions **How?** - purpose is clearly stated, procedure used to locate, select and apply information is justified, written application is clear, concise and accurate **Example** - read and follow a bus schedule, read and follow house plans
Knowledge Base	• purpose, location, and format of a variety of written texts • written texts are sources of information • organizers - i.e. index, headings and subheadings • skimmimg for general information • scanning for specific information • life experiences aid understanding of written texts • volume of texts can be broken down into manageable units of information • summarizing • **editing skills - correct word usage and spelling** • **reporting formats - memos, letters, reports** • **sentence and paragraph structure**	• purpose, location and format of a variety of graphical texts • graphical texts are sources of information • maps and plans are graphical, two-dimensional pictures of places • tables work by arranging data in columns • legends provide additional information • skimming and scanning of data • conversion tables may be needed with maps • data should be checked for accuracy • editing skills- correct word usage and spelling • reporting formats - memos, letters, reports • sentence and paragraph structure
Suggested Resources	experience stories, calendars, signs, pamphlets, magazines, newspapers, books, recipes, job descriptions, task analyses, craft books, instructions, price lists, letters, memos, reports, comic strips, lecture notes, meeting minutes 95	calendars, charts, schedules, signs, bank machine, television guides, recipes, washing instructions, maps, tables, flyers, advertisements, conversion tables, letters, memos, reports, newsletters, meeting minutes, lecture notes 96

Research Skills

	# 6	# 7
Skill	This person can apply information from oral sources to a specific purpose.	This person can find and apply information from a variety of written, graphical and oral sources to prepare a presentation.
Learning Outcomes	**What?** - can select necessary information contained in oral sources and report findings for a specific purpose on five separate occasions **How?** - purpose is clearly stated, procedure used to find, select and apply information is justified, written application is clear, brief and accurate **Example** - choose a car using information from several salespersons	**What?** - can effectively research and prepare an oral presentation using information found in written/ graphical texts and oral sources on two separate occasions **How?** - purpose and audience are clearly stated, procedure used to find and apply information is clearly stated and justified, all essential information is included, presentation is clear, concise and logical, a variety of sources are used in presentation, presentation is videotaped **Example**- give a review of a political candidate
Knowledge Base	• types of knowledge and skills available from a variety of oral sources • information can be obtained from oral sources • where to find oral sources of information • effective questioning • taking notes can aid memory • effect of body language, facial expression, gestures, tone of voice and eye contact on meaning • data should be checked for accuracy • editing skills- correct word usage and spelling • reporting formats - memos, letters, reports • sentence and paragraph structure	• see Knowledge Base of skills 5, 6 and 7 • **how to open and close presentations** • **understanding of the needs of the audience** • **a case is made stronger by supporting evidence** • **importance of effective visual and written aids** • **notetaking for follow-up ideas**
Suggested Resources	give or follow instructions, plan an activity, write memos/ reports to justify a case, to support a presentation, verify accounts, arrange payments, show progression/ regression, make comparisons	current issues/ trends, budgeting, orientation sessions, training/ educational institutions, demonstrating progression/ regression/ facts vs.opinions, vacation planning, making investments, decision making/ consensus tool

Editing Skills

This path describes editing skills used in our daily activities.
Any topic of interest to theindividual can be used.

	# 1	# 2
Skill	This person can edit words commonly used in his/her daily activities.	This person is able to edit short, simple texts.
Learning Outcomes	**What?** - can accurately edit commonly used words for the correct usage and spelling using a random sampling over a period of time **How?** - individualized word banks are created using sight words and familiar words, words are recorded and spelled correctly in the context of writing, cursive or print letters are acceptable **Example** - correct an error in a cheque	**What?** - can accurately edit short, simple texts for the correct word usage and spelling on five separate occasions **How?** - familiar formats for short writing samples are used correctly, writing is proofread and self-corrected for spelling and word usage, beginning dictionaries are used for accuracy **Example** - edit a telephone message
Knowledge Base	• **writing can be used in many aspects of our daily lives** • **editing is important because spelling and word usage affect meaning** • **how to apply simple spelling rules, common word patterns and letter combinations to new words** • **numbers can be written in words** • **graphical clues can aid meaning** • **capitalization, abbreviations, contractions and silent letters can be found in many common words** • **memory aids, i.e. rhymes, word shape, word patterns**	• writing can be used in many aspects of our daily lives • editing is important because spelling and word usage affect meaning • how to apply simple spelling rules, common word patterns and letter combinations to new words • numbers can be written in words • graphical clues can aid meaning • capitalization, abbreviations, contractions and silent letters can be found in many common words • memory aids, i.e. rhymes, word shape, word patterns • **suffixes and prefixes add meaning** • **the writing process — plan, write, edit, publish**
Suggested Resources	calendars, forms, grocery lists, newspaper, crossword puzzles, messages, envelope, signs, posters	personal note/ letter/ journal, telephone message, journal writing, want ad, job posting, contest ballot, card, experience stories, puzzles, charts, signs

Editing Skills

	# 3	# 4
Skill	This person can edit a variety of texts.	This person can edit and critically analyze own and other people's writing.
Learning Outcomes	**What?** - can accurately edit a variety of texts for the correct word usage and spelling on five separate occasions **How?** - a variety of text formats are correctly used, writing is proofread and self-corrected for spelling and word usage, unusual spellings are recognized, language is appropriate for the reader **Example** - edit a letter to a child's teacher	**What?** - can successfully edit own and other people's writing for sentence flow, paragraph flow, correct word usage and spelling **How?** - a variety of text formats are correctly used, writing is proofread and self-corrected for spelling and word usage, unusual spellings are recognized, language is appropriate for audience, content is accurate **Example** - correct a child's letter to a pen pal
Knowledge Base	• writing can be used in many aspects of our daily lives • editing is important because spelling and word usage affect meaning • how to apply simple spelling rules, common word patterns and letter combinations to new words • numbers can be written in words • graphical clues can aid meaning • capitalization, abbreviations, contractions and silent letters can be found in many common words • memory aids, i.e. rhymes, word shape, word patterns • suffixes and prefixes add meaning • the writing process — plan, write, edit, publish • **syllabication patterns, apostrophe usage** • **paragraph structure - topic sentence, supporting details, concluding sentence** • **instructions require logical sequencing** • **content must be clear and accurate** • **skimming for general information** • **scanning for specific information**	• writing can be used in many aspects of our daily lives • editing is important because spelling and word usage affect meaning • how to apply simple spelling rules, common word patterns and letter combinations to new words • numbers can be written in words • graphical clues can aid understanding • capitalization, abbreviations, contractions and silent letters can be found in many common words • memory aids, i.e. rhymes, word shape, word patterns • suffixes and prefixes add meaning • the writing process—plan, write, edit, publish • syllabication patterns, apostrophe usage • paragraph structure - topic sentence, supporting details, concluding sentence • instructions require logical sequencing • content must be clear and accurate • skimming for general information • scanning for specific information
Suggested Resources	journal writing, travel diary, experience story, descriptive/ narrative paragraph, editorial, job description, report, manual, instructions, schedules, letters, forms, resume	outlines, business and personal letters/ memos/ reports, pamphlets, newsletters, news articles, instructions, resume and covering letters, information storage systems, poetry, fictional or factual stories

[illegible]	[illegible]

APPENDIX D

Eastern Ontario Open Learning Network

Standards for Skill Competencies

Numeracy Skills

November, 1993

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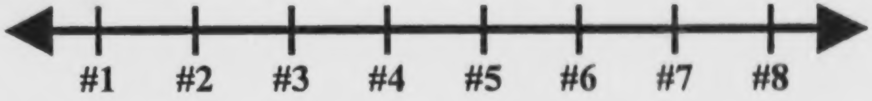
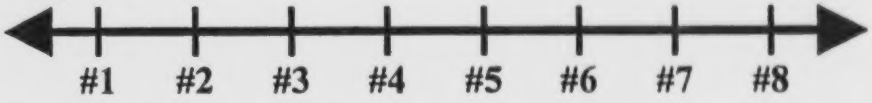
Progress Profile

Identification Code ____________________

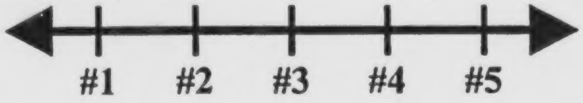
Basic Operations Skill



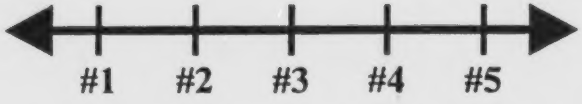
Measurement Skills



Table, Chart & Graph Skills



Geometry Skills



Definition of terms

Skills are subivided into the following:

Skill

A description of an activity or behaviour that can be demonstrated.

Learning Outcomes

An explanation of what is needed to demonstrate this skill. **Examples** are included.

Knowledge Base

The background knowledge necessary to demonstrate this skill.

Suggested Resources

Specifies situations and material used to learn and to demonstrate this skill.

Basic Operations Skills

This path describes basic operations skills used in our daily activities. Any topic of interest to the individual can be used.

	[illegible] #1	[illegible] #2
Skill	**This person can recognize and react to numbers found in daily activities.**	**This person can recognize and react to situations involving addition and subtraction of numbers.**
Learning Outcomes	**What?** can count, read, and write numbers, compare number groups, and use signs on five separate occasions **How?** explanation is given verbally or in writing • numbers 100 • signs >< = + x ÷ • vocabulary ordinal numbers, 1st, 10th, 20th, roman numerals **Example** - count the number of people in a room	**What?** can add and subtract 3 digit numbers on five separate occasions **How?** explanation is given verbally and in writing to check understanding numbers 1000 • extended vocabulary total, difference, carry, borrow, digit, place • value (ones, tens, hundreds, thousands) **Example - calculate weight loss**
Knowledge Base	**• numbers are found in many aspects of daily living • numbers can be written using symbols and words • numbers contain information about our environment • how to read, write and order numbers • number place value • how to use signs to compare numbers**	• numbers are found in many aspects of daily living • numbers can be written using symbols and words • numbers contain information about our environment • how to read, write and order numbers • number place value • how to use signs to compare numbers **• addition and subtraction can be used in many everyday situations • how to add and subtract one to three digit numbers • how to borrow or carry numbers**
Suggested Resources	calendars, games, puzzles, flyers, schedules, newspapers, telephone book, daily planner, signs, road maps 113	calendar, games, puzzles, flyers, schedules,newspapers, measurement (distance, time, or weight), inventories 114

Basic Operations Skills

	#3	#4
Skill	This person can recognize and react to situations involving multiplication and division of numbers.	This person can use the calculator for basic calculations found in daily activities.
Learning Outcomes	What? can calculate three digit multiplication and use division with a two digit divisor on five separate occasions How? explanation is verbal and in writing to check understanding • numbers 11,000 • extended vocabulary calculate, dividend, divisor, multiplier, quotient Examples - calculate how much food is needed for a party, calculate kilometers per hour	What? can accurately estimate, manually calculate and use a calculator to check solutions on five separate occasions How? explanation is verbal and in writing to check understanding • numbers 1 - 100,000 • extended vocabulary clear, memory, total, estimate, rounding, function keys Examples - altering a recipe for 2, 10 or 20 people, balance a cheque book
Knowledge Base	• numbers are found in many aspects of daily living • numbers can be written using symbols and words • numbers contain information about our environment • how to read, write and order numbers • number place value • how to use signs to compare numbers • addition, subtraction, multiplication and division can be used in many • everyday situations • how to add, subtract, multiply and divide whole numbers • multiplication facts through to 12 from memory or using a chart • multiples of 10 and 100	• numbers are found in many aspects of daily living • numbers can be written using symbols and words • numbers contain information about our environment • how to read, write and order numbers • number place value • how to use signs to compare numbers • addition, subtraction, multiplication and division can be used in many • everyday situations • how to add, subtract, multiply and divide whole numbers • multiplication facts through to 12 from memory or using a chart multiples of 10 and 100 • calculators can be used to check estimated calculations quickly • how to round off numbers and estimate solutions • how to use a calculator
Suggested Resources	calendars, games, puzzles, flyers, maps, newspapers, menus, measurement, mileage, time sheets	calendars, games, puzzles, flyers, maps, newspapers, menus, measurement, mileage, time sheets, shopping, bookkeeping, tax forms, yearly planning

Basic Operations Skills

	#5
Skill	This person can carry out money transactions found in everyday life.
Learning Outcomes	**What?** can estimate, calculate and check solutions involving money transactions on five separate occasions **How?** explanation is given verbally and in writing to check understanding • calculators may be used to check solutions • currency to $10,000 • tools bank book/ statement, bank slips, cheques, receipts, budget forms, order forms, bills • extended vocabulary $.00, deposit, withdrawal, tax, subtotal, total, charges **Examples** - shopping for groceries, calculating savings each month
Knowledge Base	• numbers are found in many aspects of daily living • numbers can be written using symbols and words • numbers contain information about our environment • how to read, write and order numbers • number place value • how to use signs to compare numbers • addition, subtraction, multiplication and division can be used in many everyday situations • how to add, subtract, multiply and divide numbers • multiplication facts through to 12, multiples of 10 and 100 • calculators can be used to check estimated calculations quickly • how to round off numbers and estimate solutions • how to use a calculator • **how to write numbers using words** • **where to find information** • **how to fill out forms involving money (budgets, income tax, order forms)** • **how to calculate numbers with decimals**
Suggested Resources	menus, games, puzzles, fare rates, newspapers, mileage, inventories, pay stubs, shopping (stores, television, catalogues), expense vouchers

Basic Operations Skills

	#6
Skill	This person can calculate fractions found in everyday life.
Learning Outcomes	What? can use the four basic operations to demonstrate what a fraction of a number is on five separate occasions How? explanation is given verbally and in writing to check understanding • calculators may be used to convert answers to decimals • extended vocabulary fraction (a/b), reduce/raise fractions, simplify, numerator, denominator, common/ proper/ improper/ mixed fractions Examples - alter a recipe for more/ less people, read pie graphs, take and calculate measurements to build a deck
Knowledge Base	• numbers are found in many aspects of daily living • numbers can be written using symbols and words • numbers contain information about our environment • how to read, write and order numbers • number place value • how to use signs to compare numbers • addition, subtraction, multiplication, division and decimals can be used in many everyday situation • how to add, subtract, multiply and divide whole numbers and decimals • multiplication facts through to 12, multiples of 10, 100 • calculators can be used to check estimated calculations quickly • how to round off numbers and estimate solutions • how to use a calculator • how to write numbers using words • where to find information • how to fill out forms involving money (budgets, income tax, order forms) • **how to add, subtract, multiply and divide fractions** • **how to convert fractions to decimals and decimals to fractions** • **how to raise and reduce fractions** • **how to change improper fractions to whole numbers**
Suggested Resources	recipes, newspapers, statistical information, mileage, shopping, measurement (time, distance, area, volume)

Basic Operations Skills

	#7
Skill	This person can calculate percentages found in everyday situations.
Learning Outcomes	**What?** can estimate, calculate and check answers to questions involving percentages on five separate occasions **How?** explanation is given verbally and in writing to check understanding • calculator can be used to check solutions • extended vocabulary per cent (%), interest, equivalents, tax (PST,GST), pie graphs **Examples** - add tax to purchases, report time spent on various activities in per cents
Knowledge Base	• numbers are found in many aspects of daily living • numbers contain information about our environment • how to read, write and order numbers • number place value • how to use signs to compare numbers • addition, subtraction, multiplication, division, decimals and fractions can be used in many everyday situations • how to add, subtract, multiply and divide whole numbers, fractions and decimals • how to round off numbers and estimate solutions • how to use a calculator • multiplication facts through to 12, multiples of 10, 100 • calculators can be used to check estimated calculations quickly • how to write numbers using words • where to find information • how to fill out forms involving numbers • **how to equate fractions, decimals and per cents** • **how to find the per cent of a number** • **how to find a number when a per cent of it is given**
Suggested Resources	games, flyers, graphs, newspapers, measurement (time, distance), inventories, pay stubs, shopping (tax, interest, service charges), recipes, income tax forms

Basic Operations Skills

	#8
Skill	This person can use ratios found in everyday situations.
Learning Outcomes	**What?** can identify and calculate base ratio from a given piece of information on five separate occasions **How?** explanation is given verbally and in writing to check understanding • calculator can be used to check solutions • extended vocabulary ratio (:), rate, base rate **Examples** - apply the correct ratio of gas to oil for small engines, apply the correct ratio of coffee to water for perked coffee
Knowledge Base	• numbers are found in many aspects of daily living • numbers can be written using symbols and words • numbers contain information about our environment • how to read, write and order numbers • number place value • how to use signs to compare numbers • addition, subtraction, multiplication, division, decimals, fractions, per cents and ratios can be used in many everyday situations • how to add, subtract, multiply and divide whole numbers, fractions, decimals and per cents • multiplication facts through to 12, multiples of 10 and 100 • calculators can be used to check estimated calculations quickly • how to round off numbers and estimate solutions • how to use a calculator • how to write numbers using words • where to find information • how to fill out forms involving numbers • how to equate fractions, decimals and per cents • **how to locate and calculate basic ratios** • **ratios remain constant regardless of the quantity (1: 3 = 10g: 30g = 1kg: 3kg)**
Suggested Resources	recipes (dry and wet quantities), fertilizers, household cleaners, oil and water mixtures, detergents, frozen juice

Measurement Skills

This path describes measurement skills used in our daily activities. Any topic of interest to the individual can be used.

	#1	#2
Skill	This person can identify measurement concepts in his/her environment.	This person can function and operate in situations involving the measurement of linear distance.
Learning Outcomes	What? can identify situations involving measurement in the environment over a period of time How? measurement concepts such as time, weight, distance, volume and capacity are found and reported in at least five different places Examples - locate clocks, measuring cups, weigh scales in the nvironment	What? can accurately select, estimate, calculate and report measurements of linear distance on five separate occasions How? units may include inches, feet, yards, mile, kilometre, metre, decimeter, centimetre, millimetre • tools may include yard/ metre stick, ruler, tape measure, odometre Examples - find the distance from school to work
Knowledge Base	• measurement concepts are found in many aspects of daily living • measurement units are used to gather information about the • environment • measurement units can be converted from imperial to metric and • from metric to imperial • measurement units have abbreviations	• measurement concepts are found in many aspects of daily living • measurement units are used to gather information about the environment • measurement units can be converted from imperial to metric and from metric to imperial • measurement units have abbreviations • measurement units can be added, subtracted, multiplied and divided • metric units are based on factors of 10 • how to apply ratios • how to estimate • how to use a calculator
Suggested Resources	travel brochures, atlas, graphs, equipment/ appliances, buildings, charts, maps, event schedules, cookbooks, food containers, household cleaners, price lists, weather forecasts	maps, buildings, furniture/ appliances, fabric, fencing

Measurement Skills

	#3	#4
Skill	This person can function and operate in situations involving the measurement of weight.	This person can function and operate in situations involving liquid measures of capacity.
Learning Outcomes	What?can select, estimate, calculate and report measurements of weight on five separate occasions How? units may include ounces, pounds, tons, grams, kilograms • tools may include scales, spoons, bowls, cups, bottles, jars Examples - select needed amounts of meat from a deli, measure weight loss or gain	What? can select, estimate, calculate and report measurements of liquid capacity How? units may include fluid ounces, pints, quarts, gallons, litres, millilitres • tools may include spoons, cups, bowls, bottles, jars, jugs, tanks Examples - fill a gas tank, add milk to a recipe
Knowledge Base	• measurement concepts are found in many aspects of daily living • measurement units are used to gather information about the • environment • measurement units can be converted from imperial to metric and vice • versa • measurement units have abbreviations • measurement units can be added, subtracted, multiplied and divided • metric units are based on factors of 10 • how to apply ratios • how to estimate • how to use a calculator	• measurement concepts are found in many aspects of daily living • measurement units are used to gather information about the • environment • measurement units can be converted from imperial to metric and from metric to imperial • measurement units have abbreviations • measurement units can be added, subtracted, multiplied and divided • metric units are based on factors of 10 • how to apply ratios • how to estimate • how to use a calculator
Suggested Resources	spices, fruit, vegetables, sugar, flour, butter, body mass, luggage, parcel, detergent, fertilizer, sand, top soil	water, oil, gasoline, milk, juice, vinegar, soft drinks, jam, sour cream, pie filling, cleaners, windshield washer fluid, liquid soap

Measurement Skills

	#5	#6
Skill	This person can function and operate in situations involving the measurement of volume.	This person can function and operate in situations involving the measurement of temperature.
Learning Outcomes	What? can select, estimate, calculate with formulas and report the column of geometric solids on five separate occasions How? units may include cubic inches, cubic foot/ feet, cubic yards formulas may include V=s3 (cube), V=lwh (rectangular solid), V=lwh/2 (triangular solid), V=ðr2h (cylinder) **Examples** - calculate the volume of a tank of water in a fish tank, calculate the volume of cement mix needed to do a walkway	What? can select, estimate, calculate and report the measurement of temperature on five separate occasions How? units may include fahrenheit (F), Celsius (C), numbers (positive and negative) tools may include thermometers, stove, fridge, freezer, furnace, electric heaters, air conditioner, fans, snow, ice, fire, candy thermometer **Examples** - chart seasonal temperature change, measure body temperature
Knowledge Base	• measurement concepts are found in many aspects of daily living • measurement units are used to gather information about the • environment • measurement units can be converted from imperial to metric and vice versa • measurement units have abbreviations • measurement units can be added, subtracted, multiplied and divided • metric units are based on factors of 10 • how to apply ratios • how to estimate • how to use a calculator	• measurement concepts are found in many aspects of daily living • measurement units are used to gather information about the • environment • measurement units can be converted from imperial to metric and from metric to imperial • measurement units have abbreviations • measurement units can be added, subtracted, multiplied and divided • metric units are based on factors of 10 • how to apply ratios • how to estimate • how to use a calculator
Suggested Resources	room, flower bed, walkway, furniture, fence post holes, roofs, cargo boxes 129	weather forecasts, recipes, farmers almanac, newspapers 130

Measurement Skills

	#7	#8
Skill	This person can function and operate in situations involving the measurement of time.	This person can function and operate in situations involving a variety of measurement concepts.
Learning Outcomes	**What?** can select, estimate, calculate and report measurements of time on five separate occasions **How?** units may include seconds, minutes, hours, days, weeks, months, years, decades, centuries, time zones • tools may include 24 hour clocks, stop watches, wrist watches, schedules, calendars, atlases, to do lists, telephone bills **Examples** - make car payments over a year, plan a day trip	**What?** can select, estimate, use formulas and report findings **How?** units and tools will vary depending on what concept is being measured • explanation is given verbally and in writing to show understanding **Examples** - cook a meal for 6 people, decorate a room, take a vacation
Knowledge Base	• measurement concepts are found in many aspects of daily living • measurement units are used to gather information about the • environment • measurement units can be converted from imperial to metric and from metric to imperial • measurement units have abbreviations • measurement units can be added, subtracted, multiplied and divided • metric units are based on factors of 10 • how to apply ratios • how to estimate • how to use a calculator	• measurement concepts are found in many aspects of daily living • measurement units are used to gather information about the • environment • measurement units can be converted from imperial to metric and from metric to imperial • measurement units have abbreviations • measurement units can be added, subtracted, multiplied and divided • metric units are based on factors of 10 • how to apply ratios • how to estimate • how to use a calculator
Suggested Resources	sports events, work schedules, daily/ weekly/ monthly/ yearly planners, travel brochures, recipes, telephone/ water/ hydro metre bills	travel brochures, timetables, price lists, cookbooks, maps, furniture or building plans, fabric patterns, liquid or dry products, newspapers, magazines, television programs, books, reports, planners

Table, Chart & Graph Skills

This path describes table, chart and graph skills used in our daily activities. Any topic of interest to the individual can be used.

	#1	#2
Skill	This person can find information in simple, everyday tables, charts and graphs.	This person can draw a simple table, chart and graph.
Learning Outcomes	**What?** can find and report one piece of information in a table, a chart and a graph on five separate occasions **How?** tables 1 have one to two columns • graphs have two variables • pie charts have up to four divisions **Example** - find the average weight for your height and age, find out how many people live in Ontario	**What?** can gather information and report findings using table, chart and graph formats on five separate occasions **How?** tables have two columns • graphs have two variables • charts have four divisions • approximate numbers can be used **Examples** - draw a graph or chart to show the number of females and males in a room
Knowledge Base	• tables, charts and graphs can be found in everyday situations • tables, charts and graphs contain information • a table is a listing of numbers arranged in rows and columns • tables are used to show how one number relates to something else • pie charts are divided into pieces to show portions of a whole amount • picture graphs use pictures and legends to show number amounts • bar graphs use vertical or horizontal bars to show number amounts • line graphs use points with connecting lines to show number amounts • how to find needed information	• tables, charts and graphs can be found in everyday situations • tables, charts and graphs contain information • a table is a listing of numbers arranged in rows and columns • tables are used to show how one number relates to something else • pie charts are divided into pieces to show portions of a whole amount • picture graphs use pictures and legends to show number amounts • bar graphs use vertical or horizontal bars to show number amounts • line graphs use points with connecting lines to show number amounts • where and how to find needed information • how to sort and classify information • how to estimate amounts • how to round off numbers • how to construct a table, chart or graph • how to calculate and plot results
Suggested Resources	price lists, travel schedules, progress reports, nutrient value lists, newspapers, flyers, budget forms, inventory sheets, work orders/schedules	home, work, school, church, sports, family, friends, clubs, travel, transportation, shopping, politics, books, magazines, newspapers, television

Table, Chart & Graph Skills

	#3	#4
Skill This person	can report information found in expanded tables, charts and graphs.	This person can construct expanded tables, charts and graphs.
Learning Outcomes	**What?** can find and report at least three pieces of information using tables, charts and graphs on five separate occasions **How?** tables have three to four columns • charts have five to eight divisions • graphs have at least two variables and four to eight reports **Examples** - find the arrival and departure times for trains and buses, find the production rates for a month/ year to show how well a group works together	**What?** can accurately gather data, estimate findings and construct tables, charts and graphs on five separate occasions **How?** tables have three to four columns • charts have five to eight divisions • graphs have at least two variables and four to eight reports • rounded values may be used **Examples** - write a home chore schedule to get ready for a party using tables, charts or graphs.
Knowledge Base	• tables, charts and graphs can be found in everyday situations • tables, charts and graphs contain information • a table is a listing of numbers arranged in rows and columns • tables are used to show how one number relates to something else • pie charts are divided into pieces to show portions of a whole amount • picture graphs use pictures and legends to show number amounts • bar graphs use vertical or horizontal bars to show number amounts • line graphs use points with connecting lines to show number amounts • where and how to find needed information • how to sort and classify information • how to estimate amounts and round off numbers • how to construct a table/chart/graph and how to calculate/plot results • how to break down information into small manageable units • how to summarize information	• tables, charts and graphs can be found in everyday situations • tables, charts and graphs contain information • a table is a listing of numbers arranged in rows and columns • tables are used to show how one number relates to something else • pie charts are divided into pieces to show portions of a whole amount • picture graphs use pictures and legends to show number amounts • bar graphs use vertical or horizontal bars to show number amounts • line graphs use points with connecting lines to show number amounts • where and how to find needed information • how to sort and classify information • how to estimate amounts and round off numbers • how to construct a table/chart/graph and how to calculate/plot results • how to break down information into small manageable units • how to summarize information • how to use legends
Suggested Resources	organizational charts, production schedules, travel schedules, weather charts, planners, budgets, interest rate tables, population charts or graphs	timetables, price lists, work schedules, height and weight charts, employment rates, progress reports, crime rates, census information, opinion polls, interest rates, tax charts

Table, Chart & Graph Skills

	#5 [illegible]	[illegible]
Skill	This person can use a variety of graphical texts to present information for a specific purpose.	
Learning Outcomes	**What?** can use graphical texts to give needed information to others on five separate occasions **How?** background material is appropriate, data is logically explained, conclusions are valid • constructed graphical texts are appropriate and accurate • report is given orally or in writing **Examples** - show survey results,support an argument, make an investment	
Knowledge Base	• tables, charts and graphs can be found in everyday situations • tables, charts and graphs contain information • a table is a listing of numbers arranged in rows and columns • tables are used to show how one number relates to something else • pie charts are divided into pieces to show portions of a whole amount • picture graphs use pictures and legends to show number amounts • bar graphs use vertical or horizontal bars to show number amounts • line graphs use points with connecting lines to show number amounts • where and how to find needed information • how to sort and classify information • how to estimate amounts and round off numbers • how to construct a table/chart/graph and how to calculate/plot results • how to break down information into small manageable units • how to summarize information • how to use legends	
Suggested Resources	a variety of existing tables, charts, graphs and maps can be found in books, newspapers, magazines, on television, at travel depots and in resource centres	

Geometry Skills

This path describes geometry skills used in our daily activities. Any topic of interest to the individual can be used.

	#1	#2
Skill	This person can recognize and compare shapes in their environment.	This person can identify and measure the dimensions of shapes (2D & 3D).
Learning Outcomes	What? can find, label and compare shapes in the environment over a period of time How? 2-dimensional shapes include circles, squares, rectangles, parallelograms, trapezoids and triangles • 3-dimensional shapes include cubes, rectangular solids, triangular solids and cylinders • comparisons may be 2D vs. 3D, 3ided vs. 4ided shapes **Example** - locate shapes of tablecloths, locate shapes found on a house	What? can select and calculate dimensions of shapes (A=area, V=volume, D=diameter and C=circumference) on five separate occasions How? explanation of work should be verbal and in writing to show understanding • shapes may include 2D (planes) and 3D (solids) • formulas for area and volume will depend on shape to be measured. Others include C= the distance around a circle, D= the distance from one side to another through the middle • units of measurement may include in., ft., yd., mi., mm.,dm.,cm.,m.,km. **Examples** - measure for wallpaper, measure for fence holes
Knowledge Base	• geometric shapes are found in many aspects of daily living • two dimensional shapes (called planes) have a length and • width which can be measured • three dimensional shapes (called solids) have a length, width • and height which can be measured • properties of shapes (i.e. # of sides, surfaces)	• geometric shapes are found in many aspects of daily living • geometry deals with the measurement of lines, angles and shapes • two dimensional shapes (called planes) have length and width which • can be measured • three dimensional shapes (called solids) have a length, width and • height which can be measured • properties of shapes (i.e. # of sides, surfaces) • how to calculate using basic operations (order of operations) • how to use imperial and metric units of measure • how to use formulas • how to estimate and check work using a calculator
Suggested Resources	buildings, furniture, decorations, traffic signs, posters, books, magazines, appliances, clothing, fabric, cooking utensils, modes of transportation, graphs, food, nature	wallpaper, curtains, blinds, paint, borders, wood, concrete, cement blocks, bricks, fabric, pictures, rooms, wheels, craft supplies, property (buildings, yards, gardens, fields)

Geometry Skills

	#3	#4
Skill	This person can work with angles and lines found in daily activities.	This person can understand and use scaled drawings found in daily activities.
Learning Outcomes	What? can accurately identify types of angles or lines, use appropriate measuring tools and calculate the value of angles on five separate occasions How? explanation is given verbally and in writing to check understanding • types of angles may include straight angles (180),right angles (90) • lines may be parallel or perpendicular • unit of measure is degrees (ranging from 0 to 360) • measurement tools may include protractors, compasses and rulers Examples -build a dog house, make a craft	What? can accurately identify, read and apply scaled drawings to daily activities on five separate occasions How? explanation of how scaled drawings are applied is both verbal and physical • scaled drawings may include maps, pictures, floor plans, furniture plans • shapes may be 2D or 3D • measurement tools may include rulers, measuring tapes, protractors, compasses, electrical tools, construction tools Examples -build a bird house, take a vacation by car
Knowledge Base	• geometry can be found in many aspects of daily living • geometry deals with the measurement of lines, angles and shapes • 2D shapes (called planes) have a length and width which can be measured • 3D shapes (called solids) have a length, width and height which can be measured • properties of shapes (i.e. # of sides, surfaces) • how to calculate using basic operations (order of operations) • how to use imperial and metric units of measure • how to use formulas • how to estimate and check work using a calculator • properties of angles within circles, triangles, rectangles and squares • properties of opposite, adjacent and corresponding angles • how to use measurement tools	• geometry can be found in many aspects of daily living • geometry deals with the measurement of lines, angles and shapes • 2D shapes (called planes) have length and width which can be measured • 3D shapes (called solids) have a length, width and height which can be measured • properties of shapes (i.e. # of sides, surfaces) • how to calculate using basic operations (order of operations) • how to use imperial and metric units of measure • how to use formulas • how to estimate and check work using a calculator • properties of angles in circles, triangles, rectangles and squares • properties of opposite, adjacent and corresponding angles • how to use measurement tools • how to follow directions and use legends
Suggested Resources	construction projects, crafts, sewing, wallpapering	maps, atlases, brochures, assembly instructions, building/ floor plans

Geometry Skills

	#5	
Skill	This person can make scaled drawings to use in daily activities.	
Learning Outcomes	What? can select materials, determine scale and draw an object, map or building to scale on three separate occasions How? explanation is given verbally and drawn to check understanding • ratio of drawing to actual situation is given • chart paper may be used • measurement tools may include rulers, measuring tapes, protractors, compasses • maps include legends with scale Example - move the furniture in a room, draw a scaled map to a party	
Knowledge Base	• geometry can be found in many aspects of daily living • geometry deals with the measurement of lines, angles and shapes • 2D shapes (called planes) have length and width which can be measured • 3D shapes (called solids) have a length, width and height which can be measured • properties of shapes (i.e. # of sides, surfaces) • how to calculate using basic operations (order of operations) • how to use imperial and metric units of measure • how to use formulas and measurement tools • how to estimate and check work using a calculator • properties of angles in circles, triangles, rectangles and squares • properties of opposite, adjacent and corresponding angles • how to follow directions and use legends • how to plot coordinates on chart paper • how to use ratios	
Suggested Resources	handmade road maps, building/ floor plans, craft instructions, sewing instructions, assembly instructions for furniture or small buildings	144

APPENDIX E

Eastern Ontario
Open Learning Network

Standards for Skill Competencies

Personal Growth Skills

November, 1993

DRAFT

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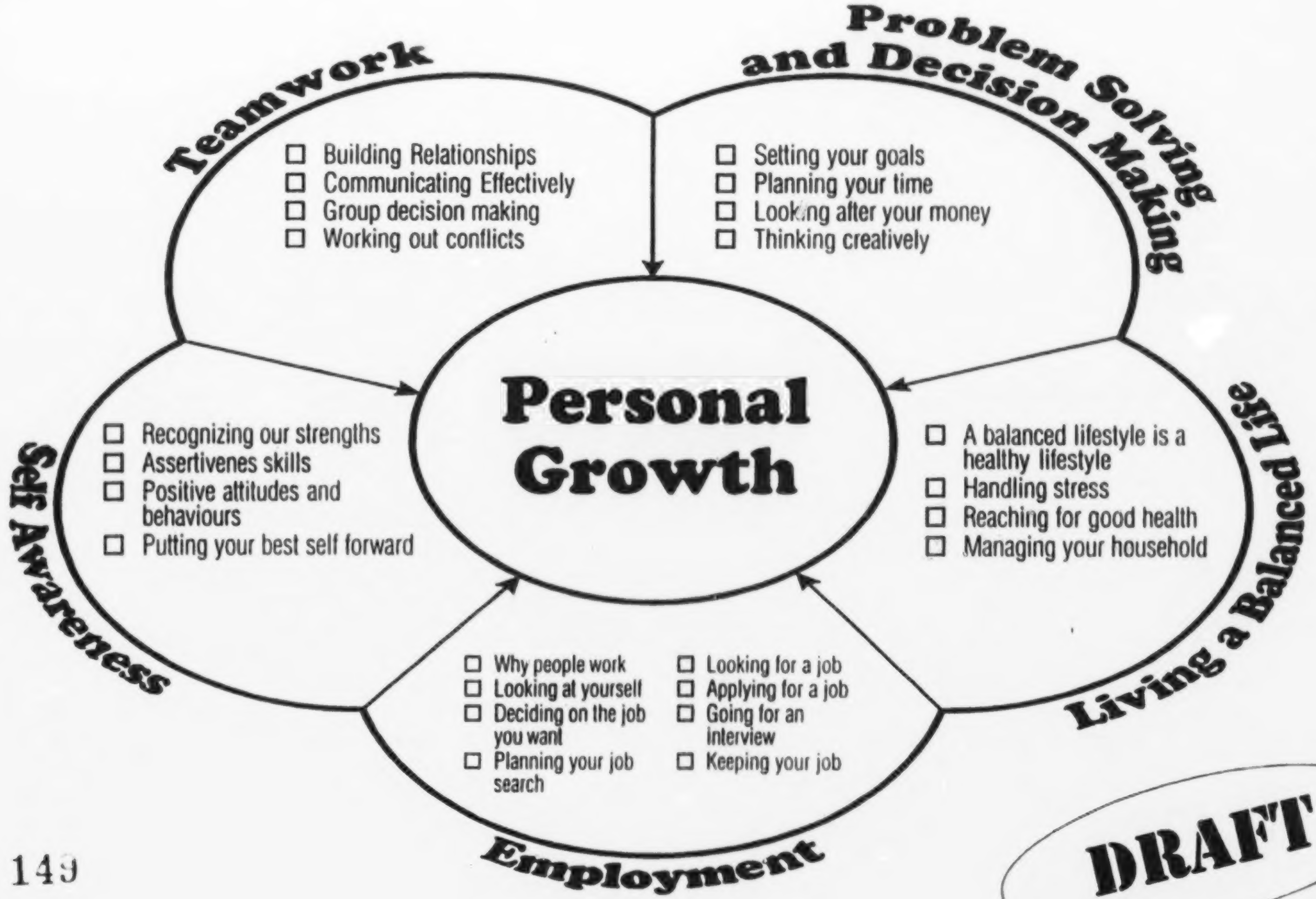
Progress Profile



Personal Growth

Teamwork

- ☐ Building Relationships
- ☐ Communicating Effectively
- ☐ Group decision making
- ☐ Working out conflicts

Problem Solving and Decision Making

- ☐ Setting your goals
- ☐ Planning your time
- ☐ Looking after your money
- ☐ Thinking creatively

Self Awareness

- ☐ Recognizing our strengths
- ☐ Assertivenes skills
- ☐ Positive attitudes and behaviours
- ☐ Putting your best self forward

Living a Balanced Life

- ☐ A balanced lifestyle is a healthy lifestyle
- ☐ Handling stress
- ☐ Reaching for good health
- ☐ Managing your household

Employment

- ☐ Why people work
- ☐ Looking at yourself
- ☐ Deciding on the job you want
- ☐ Planning your job search
- ☐ Looking for a job
- ☐ Applying for a job
- ☐ Going for an interview
- ☐ Keeping your job

DRAFT

Definition of terms

Skills are subivided into the following:

Skill

A description of an activity or behaviour that can be demonstrated.

Learning Outcomes

An explanation of what is needed to demonstrate this skill. **Examples** are included.

Knowledge Base

The background knowledge necessary to demonstrate this skill.

Suggested Resources

Specifies situations and material used to learn and to demonstrate this skill.

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Self Awareness

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[illegible]	[illegible]	Comments/Suggestions
Skill	This person can demonstrate an awareness of his/her own strengths, talents and abilities.	
Learning Outcomes	**What?** this person can choose a good starting point based on his/her knowledge about him/herself **How?** can make a decision about his\her ability to participate in or carry out a task on five separate occasions **Example** - Make a decision about their ability to conduct a meeting, attend a party, perform an academic task.	
Knowledge Base	• it's O.K. to ask for help • it's O.K. not to be good at everything • each person has different strengths and weaknesses • every task has different levels of difficulty • there are different approaches to participating in situations • each person has something to offer	
Suggested Resources	☒ opportunities to succeed ☒ personal journals ☒ strength inventories ☒ hobbies and crafts	

Self Awareness

DRAFT

[illegible]	[illegible] #2e Comments/Suggestions
Skill	This person can demonstrate assertiveness skills in a variety of situations.
Learning Outcomes	**What?** this person demonstrates that they can stand up for their rights, express affectionate feelings for another person and give as well as receive compliments **How?** can say what they mean, how they feel and ask for what they want on five separate occasions **Example** - give a direct and honest compliment, ask for directions or help during a lesson, make a suggestion, offer feedback to another person, make an order over the phone
Knowledge Base	· an honest, open and direct manner is a natural manner · clear communication gets results · everyone has feelings, ideas, opinions and rights worth expressing · we can learn by listening to alternatives and compromises
Suggested Resources	☒ opportunities to give and receive compliments ☒ opportunities to give and receive feedback ☒ opportunities to debate ☒ in-depth conversations

Self Awareness

DRAFT

[illegible]	[illegible] #3 [illegible]	Comments/Suggestions
Skill	This person can exhibit positive attitudes and behaviours in a variety of situations.	
Learning Outcomes	**What?** this person can demonstrate initiative, energy and persistence in completing a task **How?** demonstrates a keen and positive attitude when ask to complete a lesson or task on five separate occasions **Example** - accept and complete a task that you like and dislike, express thanks or no thanks, initiate greetings, hand- shakes, introductions	
Knowledge Base	· acknowledges and respects rules · acknowledges when another person is feeling joy or sadness · possess honesty, integrity and personal ethics · has a sense of self esteem · has confidence in him/herself · understands that change is necessary for personal growth · has an awareness that body language contains messages · has a positive feeling about learning, growth and personal health	
Suggested Resources	☒ opportunities to express praise ☒ opportunities to introduce self and others ☒ writing a thank you card ☒ placing an order over the phone ☒ phoning to inquire about a job from the newspaper	

Self Awareness

DRAFT

	[illegible] #4 [illegible] Comments/Suggestions
Skill	This person can put his/her best self forward in a variety of situations.
Learning Outcomes	**What?** this person can present his/her best self in different everyday situations **How?** can make a list of the characteristics that would contribute to a pleasant manner for an interview, at work, at a meeting, or at school on five separate occasions **Example** - shaking hands, eye contact, posture while sitting and standing, clothing, greetings, salutations
Knowledge Base	• good communication skills • a sense of self esteem • awareness of the messages in body language(ie) smiling, eye contact and good posture send positive messages • awareness that first impressions are lasting impressions - be aware of grooming, clothing, hygiene • if you see yourself as confident, pleasantly dressed and well groomed, that is the impression you will give others
Suggested Resources 159	☒ opportunities to discuss a wardrobe for an interview, school or work ☒ opportunities to role play introductions, hand shakes, conversations with people you know and don't know 160

Teamwork

DRAFT

[illegible]	[illegible] #1	Comments/Suggestions
Skill	This person can build and maintain personal and professional relationships.	
Learning Outcomes	**What?** this person can share his/her insights, joys and frustrations with others as well as encourage others in a personal and professional relationship. **How?** share feelings and concerns about a work, school or personal issue with a colleague of friend on five separate occasions **Example** - discuss assignments, possible work opportunities, child care, spousal support for going back to school	
Knowledge Base	• people are social beings with a need to interact with others for companionship, love and support • recognition that there are similarities and differences in opinions and outlooks • awareness of the nature of interactions: openness, control, a hidden agenda, conflict, negotiations, compromise • healthy relationships enhance our lives and contribute to our overall state of well being	
Suggested Resources	☒ opportunities to share insights, joys and frustrations with others ☒ opportunities to encourage others ☒ opportunities to work out a compromise or solution involving two or more people ☒ meetings, social events and outings with friends and colleagues	162

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Teamwork

DRAFT

	#2 [illegible] Comments/Suggestions
Skill	This person can communicate effectively in a group of people
Learning Outcomes	What? this person can interact effectively with a variety of people in different situations and for different purposes How? can exchange messages with people to achieve understanding of others perceptions, ideas or experiences on five separate occasions Example - on the phone, in person, in a letter, in a meeting, over coffee
Knowledge Base	• communication involves at least two people • all communication affects the relationship between people • all behaviour gives some message and is a form of communication • communication is a process in which everyone receives, sends and interprets messages all at the same time • there are almost always emotions and information in the same message • recognition that body language affects the meaning of what we are saying
Suggested Resources 163	☒ opportunities to use the "I" statement for more affect and clarity ☒ opportunities to listen attentively to messages and to offer a response ☒ opportunities to interpret body language and verbal communication 161

Teamwork

DRAFT

	#3	Comments/Suggestions
Skill	This person can participate in group decision making and problem solving	
Learning Outcomes	**What?** this person can solve problems which require making decisions in a group **How?** can use a systematic or intuitive approach to solve problems in a group on five separate occasions **Example** - make choices about a time for meetings, time for breaks, how to celebrate birthdays.	
Knowledge Base	• we cannot solve a problem without making a decision • a problem exists when something stands in the way of what we want • problem solving involves the creation of as many good ideas and workable alternatives as possible to solve a problem • emotions can affect our problem solving abilities and decision making style. • decision making involves being committed to that decision • the whole is greater than the sum of its parts	
Suggested Resources	⌧ role play situations that require group problem solving ⌧ class discussions ⌧ opportunities to discuss and make decisions about social, moral and ethical issues	

Teamwork

DRAFT

	#4 [illegible] Comments/Suggestions
Skill	This person can participate in working out a conflict in a personal and professional relationship.
Learning Outcomes	**What?** this person can solve conflicts involving others in a personal and professional context **How?** can work out a conflict, respecting the thoughts and opinions of others in a group of people on five separate occasions **Example** - a conflict arises when someone accuses you of stealing their seat in the lunch room, the boss gives you a 5% raise and you believe that you deserve a 10% raise, someone indicates that you did not give them a message
Knowledge Base	• recognize the many reasons for conflict: competition for limited resources, personality differences, dependency on others, different goals, unclear directions • recognize that conflict is often harmful • conflict may lead to frustration, which can lead to anger • it is helpful to think about or write down one's feelings and then decide what one is willing to share with others • resolution of a conflict often involves compromises, gentle confrontation, listening, a third party, negotiating
Suggested Resources	☒ role playing ☒ discuss past experiences and how they were dealt with ☒ guest speaker on legal costs ☒ exercise "give and take" communication to achieve good results for the group

Living A Balanced Life

DRAFT

[illegible]	[illegible] Comments/Suggestions
Skill	This person demonstrates an awareness that a balanced lifestyle is a healthy lifestyle.
Learning Outcomes	**What?** this person demonstrates an awareness that self, relationships and a career need to be balanced in our lives **How?** can organize a day, a week or a month so that there is adequate time to maintain your home, be with your family, perform your job(school) and relax on five separate occasions **Example** - calenders, appointment books, daily planners, journals,notes
Knowledge Base	living a balanced life includes: · love and friendship · a sense of self esteem · it's o.k. to be different · accomplishment and the ability to enjoy it · appreciation of the joys involved in day to day living · fairness and kindness to others · contribution to the well being of others · fun in life · coping with anxiety, stress, grief and disappointment · developing a system of beliefs
Suggested Resources	☒ opportunities to assess their current lifestyle ☒ define the term "balanced lifestyle" and how it applies to them ☒ opportunities to plan for fun and excitement ☒ opportunities to discuss areas of their lives that are out of balance ☒ opportunities to change their lifestyle so that it is more balanced

Living A Balanced Life

DRAFT

	[illegible] Comments/Suggestions
Skill	This person demonstrates an awareness of ways to handle stress in day to day living.
Learning Outcomes	What? this person can identify and handle stressful situations in everyday living How? can list and apply ways to overcome stress at home, school, work and in the community on five separate occasions Example - debts, family arguments, sickness, extra work, difficult relationships, tests, deadlines
Knowledge Base	· stress can cause physical, behaviourial and emotional problems · stress can arise from any changes in one's life · exercise is good for relieving stress · a certain amount of stress is normal (if there is not enough stress in our lives, we become bored) there are several ways to manage stress: a) make sure you are healthy and exercise daily b) try to change the situation c) try to change your state of mind d) try to change your response to stress: emotional, physical and behaviourial e) rely on the support of loved ones f) use humour to overcome stress
Suggested Resources	☒ opportunities to discuss how stress affects us and explore the options ☒ explore stressful situations and identify methods for relieving stress (i.e.) find the humour in it ☒ identify a stressful problem and determine the usefulness of talking the problem over with a friend ☒ discuss suggestions for low stress living

Living A Balanced Life

DRAFT

[illegible]	[illegible]	Comments/Suggestions
Skill	This person demonstrates an awareness that good nutrition and regular exercise are essential in reaching for good health.	
Learning Outcomes	**What?** this person can identify a healthy diet and a good exercise program for him/herself and their family **How?** can plan a daily or weekly menu for their family as well as a routine for daily exercise on five separate occasions **Example** - fruits and vegetables, meat and meat alternates, breads and cereals, mild and milk products, walking, jogging, swimming, cycling, organized sports	
Knowledge Base	• learning to eat sensibly is one step to achieve and maintain your ideal weight • exercise makes us feel better and helps to burn calories • start to exercise slowly if you have not been exercising for a while • it is important to drink water before and after you exercise • it is helpful to read food labels in the store so that we know the nutritional value of the food we are buying	
Suggested Resources	☒ guest speakers such as the public health nurse and aerobics instructors ☒ bring in a package of food and read the labels and ingredients ☒ discussion of seasonal fruits and vegetables ☒ develop a list of physical activities that are fun to do ☒ discuss road blocks to exercise and how to overcome them	

Living A Balanced Life

DRAFT

	[illegible] Comments/Suggestions
Skill	This person can set up a household.
Learning Outcomes	What? this person can identify and calculate the cost of items that are necessary for establishing a household How? can identify and estimate the cost of household items in five different rooms/areas of the house Example - use advertisements and catalogues for household goods like: furniture, appliances, fixtures, curtains, paint, rugs, cleaning supplies, household insurance, kitchenware
Knowledge Base	when setting up a household, ask yourself the following: • how much money can I spend? • which items do I need immediately and which ones can wait? • how much space do I have? • where is the best place to shop for the things I need? • what can I make myself? • do the locks on my doors and windows work well?
Suggested Resources 175	⌦ advertisements from flyers ⌦ catalogues ⌦ quest speaker - someone who has just moved out on their own ⌦ make a list of alternatives for buying: borrowing, hand me downs make your owns ⌦ yard sales ⌦ auction sales 175

Living A Balanced Life

DRAFT

[illegible]	[illegible] Comments/Suggestions
Skill	This person can manage a household
Learning Outcomes	**What?** this person can identify the daily tasks that need to be done and can organize a plan for accomplishing the tasks **How?** can develop a daily or weekly schedule/routine for accomplishing household chores in five different areas of household maintenance (if applicable, involve other family members **Example** - use of calenders, daily planners, schedules to accomplish chores (kitchen,bathroom, living room, bedroom, laundry, shovelling snow, cutting grass)
Knowledge Base	• setting and following regular household routines ensures that things get done • setting regular household routines allows you to find time for relaxation • setting regular household routines limits the amount of time spent on major clean-up jobs
Suggested Resources	☒ guest speakers: a family with a busy lifestyle, someone who has just moved out on their own ☒ brainstorm for jobs and chores that children can do

Problem Solving and Decision Making

DRAFT

	[illegible] Comments/Suggestions
Skill	This person can set realistic goals for him/herself.
Learning Outcomes	**What?** this person can set realistic goals, break them down into small steps and review them often **How?** can describe what he/she would actually do if they reached their goal at home, school work or in the community on five separate occasions **Example** - savings, school assignments, job applications, volunteer work, household maintenance, leisure time
Knowledge Base	· goals help to focus our efforts · goals help to motivate us to get things done · goals give you a feeling of accomplishment · goals help you to feel responsible for your actions
Suggested Resources	☒ opportunities to discover what is really important and worth setting goals for ☒ role playing and setting realistic goals ☒ opportunities to set goals at school ☒ opportunities to set goals on the weekend and during leisure time

Problem Solving and Decision Making

DRAFT

	Comments/Suggestions
Skill	This person can manage his/her time effectively to get what they want out of life.
Learning Outcomes	What? this person can prioritize their daily activities at home, school, and during leisure time How? can plan and organize activities for a morning, a day, a week, or a month on five separate occasions Example - use of calenders, daily planners, schedules, logs, journals to plan time
Knowledge Base	the busier we are, the more we need to manage our time • effective planning starts with envisioning our ideal • the first step in managing our time is to define our goals • there are barriers to managing time • recognition that we have high and low energy periods • procrastination can be a waste of time • management lets you get the most done in the shortest amount of time
Suggested Resources	☒ keep a log to document how much time it takes to complete a task ☒ discuss ways to get through a busy day ☒ identify how they use their time now and how they can improve

Problem Solving and Decision Making

DRAFT

	[illegible] Comments/Suggestions
Skill	This person can manage his/her money effectively.
Learning Outcomes	**What?** this person can decide on priorities in developing a budget **How?** can assess their financial situation and develop a weekly, monthly, or yearly budget for themselves or family members on five separate occasions **Example** - rent, mortgage, taxes, utilities, car, food, clothes, gas, insurance, credit cards, entertainment
Knowledge Base	• a budget is a plan that helps you manage your money • a budget lists the money you have to spend and the money you owe people • a budget can help you save money for bills and also for other things you want • a budget can be altered if necessary
Suggested Resources	☒ opportunities to assess their spending habits ☒ opportunities to discuss stores, sales and the price of merchandise ☒ opportunities to use the advertising flyers from the newspapers ☒ visit a bank to learn more about various banking options

Problem Solving and Decision Making

DRAFT

	[illegible]	Comments/Suggestions
Skill	This person can solve problems by thinking creatively and looking at all the options.	
Learning Outcomes	**What?** this person can use a problem solving method which requires them to think creatively and look at all possible options **How?** can solve problems in a variety of situations on five separate occasions **Example** - choose a bank, a school, a car, a job, an apartment, a winter coat	
Knowledge Base	creative problem solving requires us to: • relax emotionally and intellectually • discard rigid mind sets • be curious • borrow ideas • write down our own ideas immediately • get involved in brainstorming sessions • discipline ourselves to think creatively • evaluate all alternatives	
Suggested Resources	☒ opportunities to discuss problem solving methods ☒ role playing ☒ opportunities to solve daily problems creatively ☒ discuss common mental blocks to creative thinking ☒ share common daily problems and possible creative solutions	186

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Employment

DRAFT

	Comments/Suggestions
Skill	This person demonstrate an awareness that people work for different reasons.
Learning Outcomes	**What?** this person can identify reasons why people work and identify the satisfaction that comes from work **How?** can state five important reasons why people work **Example** - verbal or written reasons may include: money to pay bills, extra spending money, saving for something, need to meet people, use a talent, get satisfaction
Knowledge Base	• most people will work at some point in their lives • a career takes in all types of work - paid and unpaid • work affects people in positive and negative ways
Suggested Resources	☒ brainstorm for reasons why people work ☒ guest speakers ☒ develop a survey to find out why people work

Employment

DRAFT

	[illegible]	Comments/Suggestions
Skill	This person can assess his/her abilities, talents and skills for the purpose of seeking a job	
Learning Outcomes	**What?** this person can assess his/her likes, dislikes, interests, skills, goals and ambitions for the purpose of seeking a job **How?** can develop a personal profile in five of the above areas which can be used in deciding on a career **Example** - interests, skills, abilities, talents, goals, ambitions	
Knowledge Base	· by looking at yourself objectively, you an identify your areas of strength and positive qualities. · knowing your skills, values and personal attributes will help you focus on one or two areas of work rather than spending time and energy exploring too many areas · if you know the things you like to do, it is easier to select the kind of work you will enjoy doing	
Suggested Resources	☒ interest inventories ☒ class discussions to identify each others talents, abilities, strengths ☒ vocational and interest inventories 189	190

Employment

DRAFT

[illegible]	[illegible] Comments/Suggestions
Skill	This person can research a variety of job alternatives
Learning Outcomes	**What?** can select and research information on four or five jobs **Example** - education needed, work environment, duties and responsibilities, salary, employment opportunities, training requirements, hours of work
Knowledge Base	• it is important to know about your personal situation (interests, skills, education) in order to narrow your research • it is important to be aware of your social situation (needs of your self, family, and the amount of family support) • it is important to consider you environment (where you live, what is available in the workplace, possible barriers you may face in the workforce
Suggested Resources	☒ gather written information from libraries ☒ talk people already doing that job ☒ yellow pages ☒ volunteer work ☒ career and classified section of the newspapers ☒ information from magazines and professional journals ☒ calendars from colleges and universities ☒ publications such as Jobs For The Future-A guide for youth ☒ arrange a job shadowing experience

Employment

DRAFT

	[illegible]	Comments/Suggestions
Skill	This person can decide on the job that he/she would like.	
Learning Outcomes	**What?** this person can make a decision about a job based on one's interests, circumstances and personal goals **How?** can compare job options in terms of what is important to them on five separate occasions **Example** - look at your financial responsibilities, full-time, part- time work, education and training, your lifestyle, experience, abilities, working conditions, job possibilities	
Knowledge Base	• it is a myth to think that there is only one correct choice for everyone • there is a spectrum of more or less appropriate employment opportunities • deciding on a job takes time and effort • some :dream jobs" may be long term goals • acknowledge that even though you may have decided on one job, it does not mean that you will do that job forever	
Suggested Resources	☒ arrange to meet a personnel representative form a company ☒ arrange for a job shadowing experience ☒ arrange for do volunteer work at a setting you are interested in ☒ job finding clubs ☒ Canada Employment Centres	

Employment

DRAFT

[illegible]	[illegible] [illegible] Comments/Suggestions
Skill	This person can plan a job search strategy.
Learning Outcomes	**What?** this person can use a planning model to develop an action plan for their job search **How?** can outline a plan for how they are going to get the job **Example** - write down your goal, the steps you must follow to reach your goal, and when you plan to finish each goal
Knowledge Base	• action plans outline the exact steps that should be taken to achieve the goal • keeping on track in a job search requires you to be organized • there is a time of day when you work your best, when you get the most done • pacing yourself and planning your time can help avoid stress and letdowns
Suggested Resources	☒ develop a list of things to do for your job search (job action plan) ☒ develop an educational action plan ☒ identify and discuss barriers to the job search and how to overcome them

Employment

DRAFT

	Comments/Suggestions
Skill	This person can review the various places one can look for a job.
Learning Outcomes	**What?** this person knows where to look for the job they want **How?** can look for the job they want in five different places **Example** - want ads, yellow pages, networking, employment offices (government and companies)
Knowledge Base	• looking for a job can be one of the most difficult tasks you will do • it helps to review your personal profile to determine your desirable qualities • review the research you did on the various occupations in order to identify target employers • finding a job is a job itself • looking for work is time consuming • the greater the variety of job search techniques you use, the more likely you are to find the kind of work you want
Suggested Resources	☒ a trip to Canada Employment Centre ☒ invite a Canada Employment Centre representative to your program ☒ guest speaker from a company's personnel department, ☒ classified ads from the newspaper ☒ job finding clubs

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Employment

DRAFT

[illegible]	[illegible] Comments/Suggestions
Skill	This person can fill out a job application form.
Learning Outcomes	**What?** this person can express his/her skills, talents, education, experience and character in an application form **How?** can complete an application form for five separate jobs that they are interested in **Example** - may use job ads from Canada Employment Centre, Zeller's, Woolco, LOEB, etc.
Knowledge Base	• an application form, resume and covering letter are advertisements about yourself • they tell the employee who you are, what you have done, and what you can do for the employer • application forms, covering letters, and resumes are used by the employer to quickly sort out which applicants they will interview for the job • employers keep applications, covering letters and resumes that are clear, neat and interesting. The rest will be rejected. • good writing skills are essential
Suggested Resources	☒ application forms can be picked up at most places of business and Canada Employment Centres ☒ guest speakers from personnel departments at major companies ☒ job finding clubs

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Employment

DRAFT

	Comments/Suggestions
Skill	This person can write a resume for the job they want.
Learning Outcomes	**What?** this person can express his/her skills, abilities, talents, education, experience and character in an resume **How?** can write a resume for five separate jobs that they are interested in **Example** - may use job ads from Canada Employment Centres, Zeller's, Woolco, LOEB, etc.
Knowledge Base	• an application form, resume and covering letter are advertisements about yourself • they tell the employer who you are, what you have done and what you can do for the employer • application forms, covering letters and resumes are used by the employer to quickly sort out which applicants they will interview • employers keep applications, covering letters and resumes that are clear, neat and interesting. The rest will be rejected. • good writing skills are essential
Suggested Resources	☒ Canada Employment Centre, ☒ guest speakers from personnel departments of large companies ☒ job finding clubs

Employment

DRAFT

	Comments/Suggestions
Skill	This person can write a cover letter to apply for the job they want.
Learning Outcomes	What? this person can express his/her skills, abilities , talents, education, experience and character in a cover letter How? can write a cover letter for five separate jobs that they are interested in **Example** - may use job ads from Canada Employment Centre, Zeller's, Woolco, LOEB, etc.
Knowledge Base	• an application, covering letter and resume are advertisements about yourself • they tell the employer who you are, what you have done and what you can do for the employer • application forms, covering letters and resumes are used by the employer to quickly sort out which applicants they will interview • employers keep applications, covering letters and resumes that are clear, neat and interesting. The rest are rejected. • good writing skills are essential
Suggested Resources	☒ Canada Employment Centres ☒ guest speakers from personnel departments of large companies ☒ job finding clubs

Employment

DRAFT

[illegible]	[illegible]	Comments/Suggestions
Skill	This person demonstrates an awareness of the skills needed for a job interview.	
Learning Outcomes	What? this person can prepare themselves successfully for a job interview by rehearsing positive responses to interview questions How? can answer typical job interview questions in a positive manner on five separate occasions Example - questions about experience, abilities, education and training, what pay you expect, working conditions, references, why you want to work here, where you see yourself in three years	
Knowledge Base	• knowing what to say and how to act can be the difference between getting the job and not getting the job • it's worthwhile to anticipate and prepare answers to questions that employers might have • interviewers may ask you if you have any questions for them. Be prepared. • it's important to study your resume, as some questions may come directly form there • it's a good idea to learn all you can about the company/agency to which you are applying • wear clothes to the interview that you would wear to do that job • neatness and cleanliness are essential • be aware of all the messages in body language	
Suggested Resources	☒ brainstorm for possible interview questions ☒ Canada Employment Centre ☒ role play interview situations and questions ☒ allow others to offer feedback ☒ job finding clubs	206

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Employment

DRAFT

	[illegible] [illegible] [illegible] Comments/Suggestions
Skill	This person demonstrates an awareness of the factors involved in keeping a job.
Learning Outcomes	**What?** this person knows that keeping a job is dependent on three key areas: their work performances, how they handle work relationships and how often they are late or away from work **How?** can develop a list of tips for keeping a job **Example** - attitudes, work habits, personal qualities, attendance, coping with change, relating to others
Knowledge Base	• your employers expects something from you on day one • a good attitude affects how you look, what you say, what you do • attitudes affect how you feel; physically and mentally • attitudes affect how you react to criticism, mistakes and praise • first impressions are lasting impressions • if you are away a lot, people have to do your work
Suggested Resources	☒ brainstorm for possible tips for keeping a job ☒ Canada Employment Centre ☒ job finding clubs ☒ employers or personnel representatives from large companies

APPENDIX F

DRAFT

Eastern Ontario
Open Learning Network

Standards for Skill Competencies

Computer Skills

February, 1994

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Definition of terms

Skills are sub-divided into the following:

Skill

A description of an activity or behavior that can be demonstrated.

Learning Outcomes

An explanation of what is needed to competently demonstrate this skill. Context examples are given.

Knowledge Base

The background knowledge necessary to demonstrate this skill.

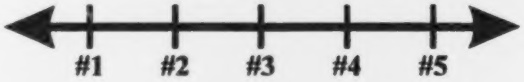
Suggested Resources

Specifies situations and materials used to learn and demonstrate the skill.

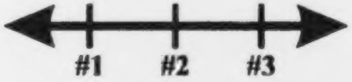
Progress Profile

*Identification Code*______________

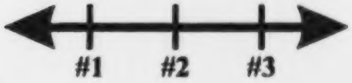
Knowing the Physical Components (Hardware)



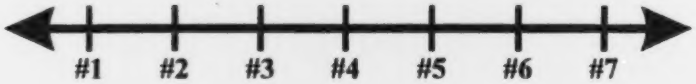
Understanding the Programs (Software)



Keyboarding



Word Processing



What Can You Do With A Computer?

- Use Educational Software
- Write A Letter
- Draw A Picture
- Make A Household Budget
- Make A Poster
- Increase employability skills
- Play A Game
- Learn A Language
- Learn A Skill
- Do Research
- Keep Track Of Addresses and Telephone Numbers

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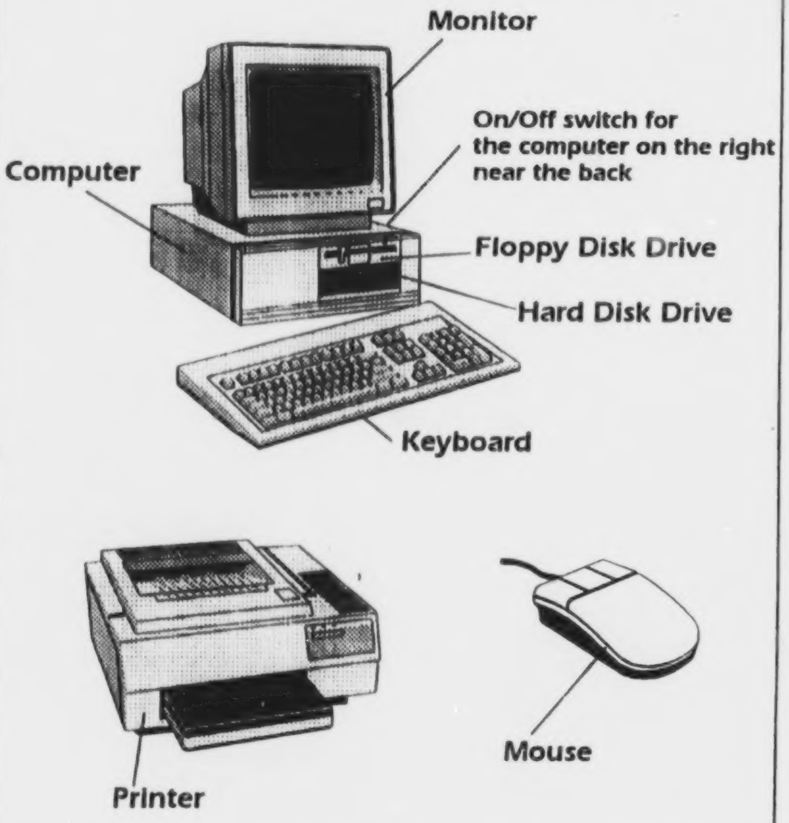
Knowing The Physical Components (Hardware)

	#1
Skill	This person can identify the physical parts of a computer.
Learning Outcomes	**What?** can identify the computer, monitor, on/off switch, keyboard, floppy disk drive, hard disk, mouse, printer **How?** can label a diagram or point to and name the parts of a computer on 3 separate occasions **Example:** can identify the items on the illustration opposite
Knowledge Base	• hardware is the physical equipment that makes up a computer system. • all computer system, large and small, contain similar hardware. • the various pieces are connected to the system unit by cable • the monitor is also called the screen, display or cathode ray tube • hard disks and drives are out of sight, sealed into the system • a disk is a permanent form of storage because it sores information in magnetic form when the computer is turned off
Suggested Resources	DOS Resource Guide PC Magazine PC Computing MacUser MacWorld WordPerfect For Dummies DOS For Dummies Growing With WordPerfect 5.1 For College, School and Office How Computers Work *Opportunities to become familiar with the parts of a computer*


Monitor
On/Off switch for the computer on the right near the back
Computer
Floppy Disk Drive
Hard Disk Drive
Keyboard
Printer
Mouse

219

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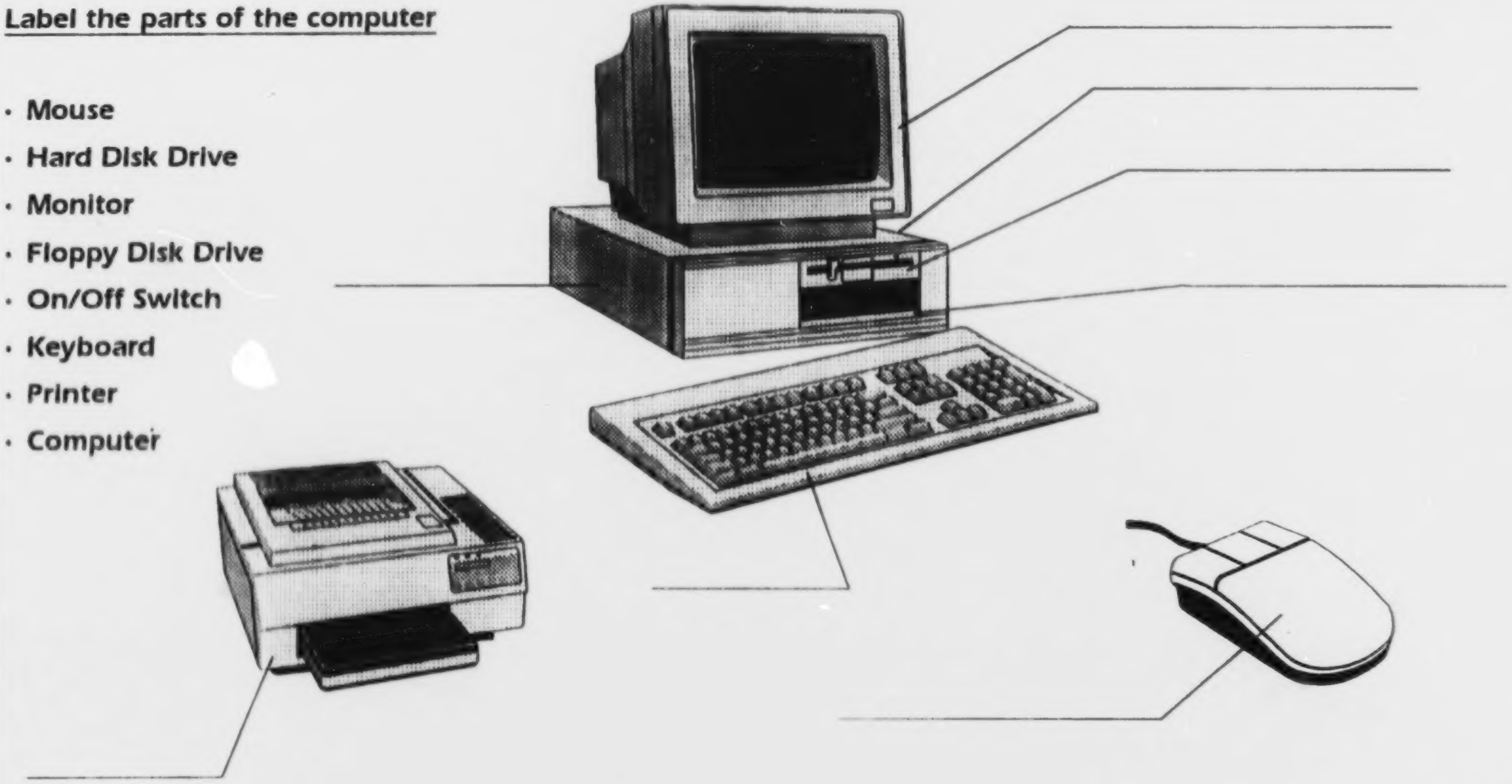
DRAFT

#1 Physical Parts of a Computer (continued)

Label the parts of the computer

- **Mouse**
- **Hard Disk Drive**
- **Monitor**
- **Floppy Disk Drive**
- **On/Off Switch**
- **Keyboard**
- **Printer**
- **Computer**



Knowing The Physical Components (Hardware)

	#2	#3
Skill	This person can give the function of the physical parts of a computer.	This person can identify the parts of the printer.
Learning Outcomes	**What?** can give the function of the computer, monitor, on/off switch, keyboard, disk drive, hard disk, floppy disk, mouse, printer **How?** can describe the function of the physical parts of the computer verbally or in writing on three separate occasions **Example:** can explain the purpose of the indicator lights on the computer, printer and monitor	**What?** can identify the on/off switch, the ready light, on line button, form feed, line feed, where to feed the paper and where to remove the printed copy **How?** can label a diagram or point to the parts of the printer on three separate occasions **Example:** can identify the parts of a dot-matrix, ink jet or laser printer
Knowledge Base	• hardware is the physical equipment that makes up the computer system • all computer systems, large and small, contain similar hardware • the various pieces are connected to the system unit by cable • the monitor is also called the screen, display, cathode ray tube • disk drives are devices that rotate floppy or hard disks • disk drives usually have a lock feature • hard disks and drives are out of sight, sealed into the system • a disk is a permanent form of storage because it stores information • in magnetic form when the computer is turned off	• the printer is usually located beside the computer • it is connected to the computer by a cable • the printer is controlled from the keyboard or the mouse • there are three basic types of printers: dot-matrix, ink jet and laser • a printer always has a separate power cable and must be turned on and off separately
Suggested Resources	DOS Resource Guide PC Magazine PC Computing MacUser MacWorld WordPerfect For Dummies DOS For Dummies Growing With WordPerfect 5.1 For College, School and Office *Opportunities to become familiar with the parts of the computer*	DOS Resource Guide PC Magazine PC Computing MacUser MacWorld WordPerfect For Dummies DOS For Dummies Growing With WordPerfect 5.1 For College, School and Office *Opportunities to become familiar with the parts of a printer*

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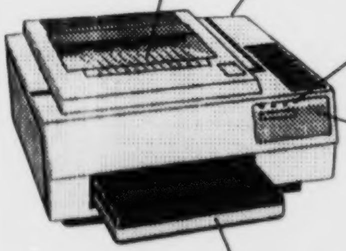
Skill #3 Printers (continued)

THE LASER PRINTER



remove the printed copy here

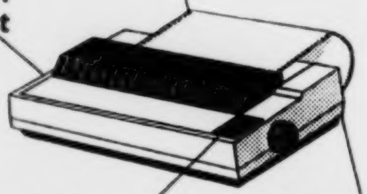
On/Off switch at the back

indicator lights

Buttons: for on-line
form feed
line feed

tray for blank paper

THE DOT MATRIX PRINTER



remove the printed copy here

On/Off switch on the left near the front

indicator lights and
Buttons: for on-line
form feed
line feed

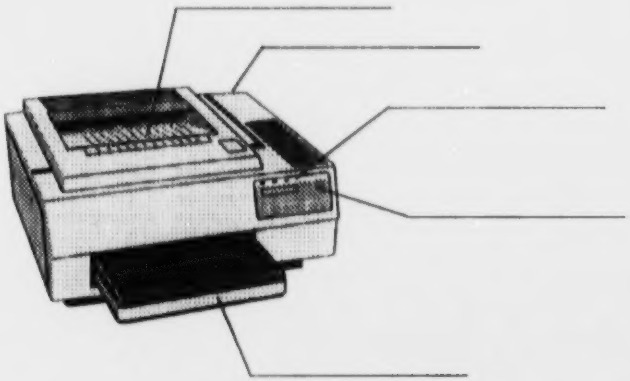
feed fresh paper here

Knowing The Physical Components (Hardware)

#3 Printers (continued)

Label the parts of the laser printer

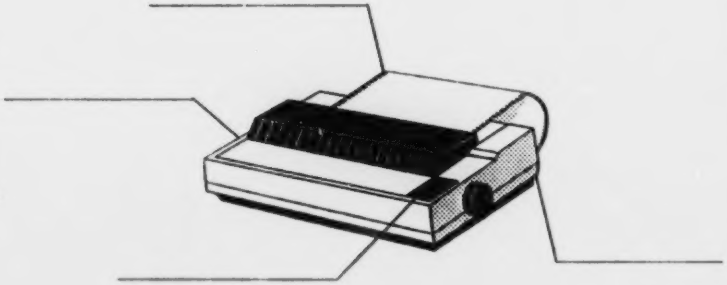
- tray for blank paper
- printed copy slot
- buttons for: on-line, form feed and line feed
- on/off switch
- Indicator lights



THE LASER PRINTER

Label the parts of the dot matrix printer

- remove the printed copy
- Indicator lights and buttons for: on-line, form feed and line feed
- buttons for: on-line, form feed and line feed
- feed fresh paper here
- on/off switch on the left near the front



THE DOT MATRIX PRINTER

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Knowing The Physical Components (Hardware)

	#4	#5
Skill	This person can identify the function of the parts of the printer.	This person can start up and turn off the computer, monitor and printer.
Learning Outcomes	**What?** can identify the function of the on/off switch, ready light, on line button, form feed, line feed **How?** can describe the function of the parts of the printer on three separate occasions **Example**: can describe the function of the parts of a dot-matrix, ink jet or laser printer	**What?** can start up the computer, monitor and printer and turn them off again **How?** can turn on and off the computer, monitor and printer on three separate occasions over time **Example**: find the on/off switch and their lights on the computer, monitor and printer
Knowledge Base	• the printer is usually located beside the computer • it is connected to the computer by a cable • the printer is controlled from the keyboard or the mouse • there are three basic types of printers: dot-matrix, ink jet and laser printers • a printer always has a separate power cable and must be turned on and off separately • the lights on the printer tell whether or not the printer is ready and working properly	• the computer will last longer if the following rules are used: • start the computer, monitor and printer separately, not all at once with a power bar • try to use the on/off switches only once a day • to start, turn on the monitor, printer and then the computer • to shut down, turn off the computer, the printer and then the monitor
Suggested Resources	DOS Resource Guide PC Magazine PC Computing MacUser MacWorld WordPerfect For Dummies DOS For Dummies Growing With WordPerfect 5.1 For College, School and Office *Opportunities to become familiar with the parts of a printer*	DOS Resource Guide PC Magazine PC Computing MacUser MacWorld WordPerfect For Dummies DOS For Dummies Growing With WordPerfect 5.1 For College, School and Office *Opportunities to become familiar with the parts of a computer*

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Understanding Programs (software)

	#1	#2
Skill	This person can list the main program types.	This person demonstrates a basic understanding of the computer's operating system.
Learning Outcomes	**What?** can explain the purpose of each type of program **How?** can explain the purpose of three types of programs either verbally or in writing **Example:** word processors, spread sheets, data bases, drawing/painting, games, educational software, operating systems	**What?** can carry out the basic operating system's instructions and can determine if the computer has started up to a normal condition **How?** can identify the ready screen after a normal start up on three separate occasions **Example:** make a copy of a file, show a directory/ folder of files, determine the location of files, identify the names of the disk drives
Knowledge Base	• computers can do many things • separate programs are needed for specific tasks (you cannot write a letter using a game) • when you buy a computer, a number of programs are already in the computer (you can buy extra programs for your computer)	• an operating system is a program that lets all the other programs work together • an operating system keeps track of all the programs and work in your computer • an operating system allows you to print out your work • an operating system allows you to use floppy disks properly
Suggested Resources	DOS Resource Guide PC Magazine PC Computing MacUser MacWorld WordPerfect For Dummies DOS For Dummies Growing With WordPerfect 5.1 For College, School and Office *Opportunities to become familiar with different types of programs*	DOS Resource Guide PC Magazine PC Computing MacUser MacWorld WordPerfect For Dummies DOS For Dummies Growing With WordPerfect 5.1 For College, School and Office *Opportunities to become familiar with the operating system*

Understanding Programs (software)

	#3
Skill	This person can format a data disk.
Learning Outcomes	**What?** can format a blank data disk to store a document **How?** can use the operating system's command prompt to format a blank disk on three separate occasions **Example:** format a blank 3.5 inch floppy disk
Knowledge Base	• formatting a new disk prepares it for use • you cannot store files on a disk until you have formatted it • do not format a disk more than once • use a soft felt tipped pen for labelling your disk • store in an envelope when you are not using it • do not place floppy disks near a magnetic field such as a computer or a telephone • do not scratch, bend or poke the disk • do not store disks in extreme heat or cold
Suggested Resources	DOS Resource Guide PC Magazine PC Computing MacUser MacWorld WordPerfect For Dummies DOS For Dummies Growing With WordPerfect 5.1 For College, School and Office *Opportunities to format a data disk*

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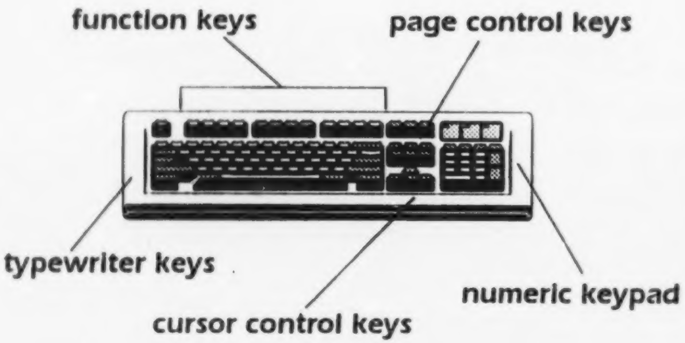
Keyboarding

	#1	
Skill	This person can identify the sections of a keyboard.	**THE KEYBOARD**  function keys page control keys typewriter keys numeric keypad cursor control keys
Learning Outcomes	**What?** can identify the function keys, cursor, control keys, numeric key pad, typewriter keys, page control keys **How?** can label a diagram or point to and name the sections of a keyboard on three separate occasions **Example:** keys to identify: Function, typewriter, number, Enter, Shift, Delete, Arrow, Backspace, Tab, Ctrl, Alt, Escape, Capslock	
Knowledge Base	• a variety of keyboards exist but they all contain the same standard sections • the keyboard of a computer is similar to the keyboard of typewriter • the Alt and Ctrl keys are never used alone (they are used with other keys to carry out actions in the program)	
Suggested Resources	DOS Resource Guide PC Magazine PC Computing MacUser MacWorld WordPerfect For Dummies DOS For Dummies Growing With WordPerfect 5.1 For College, School and Office *Opportunities to become familiar with the keyboard*	

DRAFT

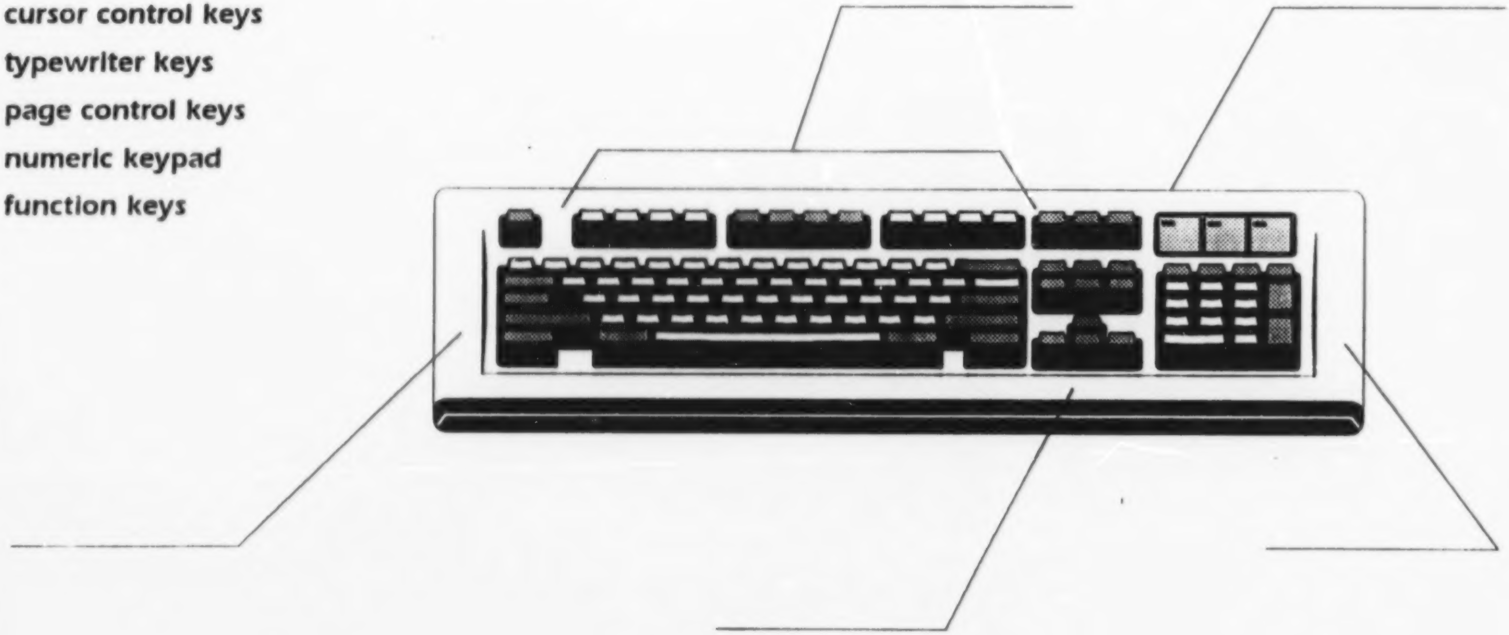
Keyboarding

	#2	#3
Skill	This person can identify the function of keys on a keyboard.	This person can type at a rate which is efficient for his/her needs.
Learning Outcomes	**What?** can identify the function of the keys on the keyboard for your operating system **How?** can give the function of the keys on the keyboard verbally or in writing on three separate occasions **Example:** Describe the function of the following keys: Function, typewriter, Enter, Shift, Delete, Arrow, Backspace, Tab, Ctrl, Alt, Escape, Capslock	**What?** can type at a rate which is efficient for his/her own needs **How?** can type ____ words per minute on the computer on three separate occasions **Example:** a message, a letter, a list, an address, a resume, minutes from a meeting, instructions
Knowledge Base	• a variety of keyboards exist but they all contain the same standard sections and keys • the Alt and Ctrl keys are never used alone (they are used with other keys to carry out actions in the program) • the Function keys (F1 to F12) carry out specific actions in different programs (for example: spell checker, saving, printing) • the typewriter keys are mostly used for data input • you may use the number pad if you are typing a lot of numbers • the numbers on the number pad are arranged in the same way as they are on a calculator	• typing your work is more formal than handwritng it • there are occasions when typing is almost always necessary (for example: cover letters for job applications should be typed) • an efficient typist may even type faster than he/she can write
Suggested Resources	DOS Resource Guide PC Magazine PC Computing MacUser MacWorld WordPerfect For Dummies DOS For Dummies Growing With WordPerfect 5.1 For College, School and Office *Opportunities to become familiar with the keyboard*	books that teach typing skills charts and posters that show proper hand placement opportunities to become comfortable with the keyboard and to practice typing

Keyboarding

Label the parts of the keyboard

- cursor control keys
- typewriter keys
- page control keys
- numeric keypad
- function keys



THE KEYBOARD

Word Processing

	#1	#2
Skill	This person can start up a word processing program.	This person can create a file in a word processor.
Learning Outcomes	**What?** can find the word processing program in the main menu and start it up for use **How?** can find the word processing program in the main menu and start it up so that it is ready to use on three separate occasions **Example**: WordPerfect, Microsoft Word, PC Write, AmiPro, WordStar, MacWrite, EasyWriter	**What?** can type a document and then create a file for that document **How?** can follow the steps for saving a document the first time and create a file on three separate occasions **Example:** create a file for a message, list, letter, address, instructions
Knowledge Base	• word processing is using a computer to prepare a written text • some people use the word "document" to mean written text • with a word processor, you can make changes easily and have the final copy printed out • some of the changes you can make include adding information, erasing information, changing grammar and spelling • without a word processor, changing the document is a lot of work because the entire document must be retyped	• a file is the place in the computer where your work is stored • you should give that file a name so that you can find your work again when you need it • you should give the file a name which will tell you what is in the file • the file name area is blank if you have not yet saved the document • know the naming rules for your operating system • know the names of the disk drives that you have in your computer
Suggested Resources	DOS Resource Guide PC Magazine PC Computing MacUser MacWorld WordPerfect For Dummies DOS For Dummies Growing With WordPerfect 5.1 For College, School and Office *Opportunities to practice starting up the word processing program*	DOS Resource Guide PC Magazine PC Computing MacUser MacWorld WordPerfect For Dummies DOS For Dummies Growing With WordPerfect 5.1 For College, School and Office *Opportunities to create files in the word processor*

Word Processing

	#3	#4
Skill	This person can edit an existing file and save it.	This person can copy a file onto a disk.
Learning Outcomes	**What?** can call up an existing file, make changes to it and save the edited document **How?** can call up an existing file, edit spelling or grammar and save the edited file on three separate occasions **Example:** edit a message, list, letter, address, instructions	**What?** can tell the word processor to save a document of a disk **How?** can select the command for saving a file, tell the computer which drive you want to save the file to, save the file and answer any of the confirming questions on three separate occasions **Example:** save a letter, message, list, address, recipe, instructions on a disk
Knowledge Base	• to edit a file is to read it and make any changes that are needed • it is important to save any changes that you make • a computer allows you to change any part of the document so that you do not have to retype all of the text • making changes on a word processor is fairly easy • you can move the cursor to the left of the what you have typed and use the backspace key to erase what you have typed • you can add new letters or words by placing the cursor to the left of where you want to add the new text and then type in the new text • some people refer to letters, numbers and any other symbols on the keyboard as "characters"	• to copy information is to transfer it from one place to another without changing the original • saving your work on a disk is a permanent way of saving your work • know the names of the disk drives on your computer • saving your work on a disk allows someone else to use your work on another computer • knowledge of directories/folders in your computer
Suggested Resources	DOS Resource Guide PC Magazine PC Computing MacUser MacWorld WordPerfect For Dummies DOS For Dummies Growing With WordPerfect 5.1 For College, School and Office *Opportunities to edit files in the word processor*	DOS Resource Guide PC Magazine PC Computing MacUser MacWorld WordPerfect For Dummies DOS For Dummies Growing With WordPerfect 5.1 For College, School and Office *Opportunities to copy disks onto a disk*

Word Processing

	#5	#6
Skill	This person can routinely save work done in a file while using the word processor.	This person can select a file to edit from a directory or folder.
Learning Outcomes	**What?** can routinely save work in a file while using a computer so that all the typing is saved **How?** can save his/her work every few minutes using the program commands for saving a document on three separate occasions **Example:** add a word, sentence or paragraph to a letter and save it	**What?** can select a file to view and edit **How?** can follow the steps for bringing a file into the program to view, and then edit a part of that file on three separate occasions **Example:** bring an existing file into the word processing program and make changes to it
Knowledge Base	• the following are good reasons to form the habit of routinely saving your work: • if the power goes out while you are typing, your most recent work will be saved if you have saved it routinely • if you leave the computer and someone else comes along to use it without saving your work, your most recent work will be saved	• you can know what is in each file in the subdirectory by viewing the files in the subdirectory • know the name of the file you wish to choose • know the names of the disk drives
Suggested Resources	DOS Resource Guide PC Magazine PC Computing MacUser MacWorld WordPerfect For Dummies DOS For Dummies Growing With WordPerfect 5.1 For College, School and Office *Opportunities to save work in a word processor*	DOS Resource Guide PC Magazine PC Computing MacUser MacWorld WordPerfect For Dummies DOS For Dummies Growing With WordPerfect 5.1 For College, School and Office *Opportunities to select files from a directory for editing*

Word Processing

	#7
Skill	This person can print a document.
Learning Outcomes	**What?** this person can print out a copy of the work done on the keyboard **How?** can follow the instructions to preview the printed output on the screen, make sure the printer is on and has paper, and follow the instructions in the word processor for printing out a document **Example**: print out a letter, message, list, address, recipe, instructions
Knowledge Base	• a printer is a device for getting what is on the screen onto paper (output) • you can print out on paper everything that you see on the screen • you should save your work before you print it • it is a good idea to edit your work from what you have printed out on paper while the document is still on the screen • any changes that you want to make to the document can be made on the screen while the document is there • remember to save your edited copy
Suggested Resources	DOS Resource Guide PC Magazine PC Computing MacUser MacWorld WordPerfect For Dummies DOS For Dummies Growing With WordPerfect 5.1 For College, School and Office *Opportunities to practice printing documents*

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